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ABSTRACT

Part of a curriculum series for academically gifted elementary students in the area of reading, the document presents objectives and activities for language arts instruction. There are three major objectives: (1) recognizing persuasive use of words, vague and imprecise words, multiple meanings conveyed by a single word, and propaganda techniques; (2) evaluating material by verifying information, finding contradictions, and making comparisons of sources to support a point of view; and (3) generalizing as to the author's purpose and form of writing and thinking, such as fact, fiction, or opinion, inductive and deductive reasoning, and supportive statements. Provided for each objective are activity suggestions, worksheets, and reference materials. (DB)

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WISCONSIN PUBLIC SCHOOLS

LANGUAGE ARTS

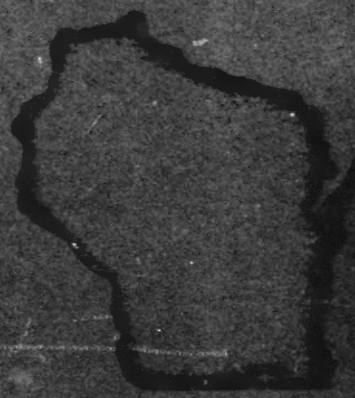
CAPABLE READER PROGRAM

VOL. II:

OBJECTIVES

FOR

UNITS K2 THROUGH 8M



BULLETIN NO. 33[illegible]

AUGUST 1981

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B-2

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OBJECTIVE

Given a selection, the student will recognize persuasive use of words, vague and imprecise words, multiple meanings conveyed by a single word, and propaganda techniques.

PURPOSE

In this age of multitudinous attempts to influence our thinking, emphasis should be placed upon detection and analysis of propaganda. The students of today should be taught to recognize the persuasive use of words, vague and imprecise words used, and the multiple meanings of a word, which are the basis of the propaganda techniques used in our media today.

The purpose of this unit is to teach students to look for slants, biases, and tricks of propagandists so that they will be in a position to judge the validity of statements.

Persuasive Use Of Words

OBJECTIVE B - 2

Given a selection, the student will recognize persuasive use of words, vague and imprecise words, multiple meanings conveyed by a single word, and propaganda techniques.

PURPOSE

To help each student recognize the misuse of words employed by the propagandist resulting in sensualism, emotionalism and sensationalism.

METHOD

I. The student learns to recognize when writers want to persuade an individual to think a certain way. The writer chooses his words carefully. If he wants a person to think someone or something is good, he will use pleasant words. If he wants a person to think that someone or something is not good, he will use unpleasant words. Advertisements display great skill in selecting words with appeal and avoiding words that leave an unfavorable impression on the reader.

II. The student learns to recognize that some words stir feelings (emotions) in the individual. Sometimes a writer uses words to make a person feel a certain way. If a person knows that the writer is doing this, he can decide for himself how he really feels.

III. The student learns to recognize that some words are used to achieve sensationalism. Sometimes a writer tries to make a person think the subject content is more important than it really is. Some newspapers and magazines use headlines like this to attract attention.

PROCEDURE

I. The teacher will develop the concept that appeal words are often used as a means to persuade an individual.

A. The following worksheet will help students discover use of pleasant words.

When writers want to persuade you to think a certain way, they choose their words carefully. If they want you to think someone or something is good, they use pleasant words.

We relaxed in the seats of the sleek, powerful car. If writers want you to think that someone or something is not good, they use unpleasant words.

The driver hogged the road in a noisy, gas-eating car.

The following paragraphs are about children who are running for class offices. Draw one line under each pleasant word you find in the paragraphs. Draw two lines under each unpleasant word.

1. I think you will agree that our next class president should be Hank Andersen. Hank is an outstanding student. He's a good sport and a loyal friend. If we elect Hank, we'll always be glad we did.

2. We need a class president that we can trust. Amy DeCarlo is that kind of person. She is an excellent debate leader. She is our best activity chairperson. Vote for Amy.

3. Vote for Stan Levy for treasurer. Stan can keep his mind on his job. Stan's opponent, Joe, is late for school and always forgets his lunch money. Forgetful Joe must go. Vote for Stan.

4. Janette Jiminez should not be our class secretary. She has the worst handwriting in our class. Janette won't make the grade. Vote for Kathy Bauer instead. Kathy is a winner.

5. Our class math whiz, Joe Stapley, should be elected class treasurer. Joe is fast with figures and careful in his work. Also, he's an expert at saving money. Be on the right track with Joe!

6. Our class secretary must attend school regularly so that he or she doesn't miss any class meetings. Kathy Bauer has a perfect attendance record. Kathy will be a super class secretary!

ON YOUR OWN

Think of something you would like to persuade your family about. It might be taking (not taking) guitar lessons, selling (not selling) your old bike, or visiting (not visiting) your aunt.

Plan to include pleasant words or unpleasant words in what you say. Tape-record your "speech". Compare the words you used with the ones one or two classmates used in their "speeches". Do you agree as to which words are pleasant and which are unpleasant? Why?

B. Appealing Words

1. Synonyms are words that have nearly the same meaning. However, they may arouse completely opposite feelings. Strong-willed and persistent are qualities that you regard as good. Stubborn and obstinate have somewhat the same meaning, but both words suggest an undesirable attitude. Writers and speakers who wish to influence their audience go to great pains to find the most effective words for their purpose, to encourage you or provoke you to action.

   Advertisements display great skill in selecting words with appeal and avoiding words that leave an unfavorable impression on the reader. Advertisements are by far strictly honest. Their language is intended to give you a favorable impression, not to delude you.

   The word bargain or cheap is not attractive to buyers. It gives the impression of poor quality. The persuasive "Select the economy size" lets you feel that though you can afford to pay more, it is both fashionable and wise to be thrifty. Eggs used to be graded by size as small, medium, and large. But nobody wants to buy small eggs. Therefore the same grades are now called medium, large, and extra large. Nothing can be sold through advertisements if it has a smell, no matter how sweet. Instead it has an aroma, a fragrance, or a hint of the woodland zephyr. The color green is changed to forest-green, and light tan is changed to tea rose. No women can be called fat. Instead, the shops have dresses for the larger figure.

   Note how a restaurant announces a fruit salad: "A perfect harmony of dainty, luscious tidbits of nature-ripened fruit, critically selected to tempt the eyes, to tantalize the appetite, and to satisfy a gourmet's taste." Can you resist such a description? Now select the words that arouse a diner's keen desire to order that dish.

2. If you were writing an advertisement about ice cream, which expression would you select among the choices within the parentheses?

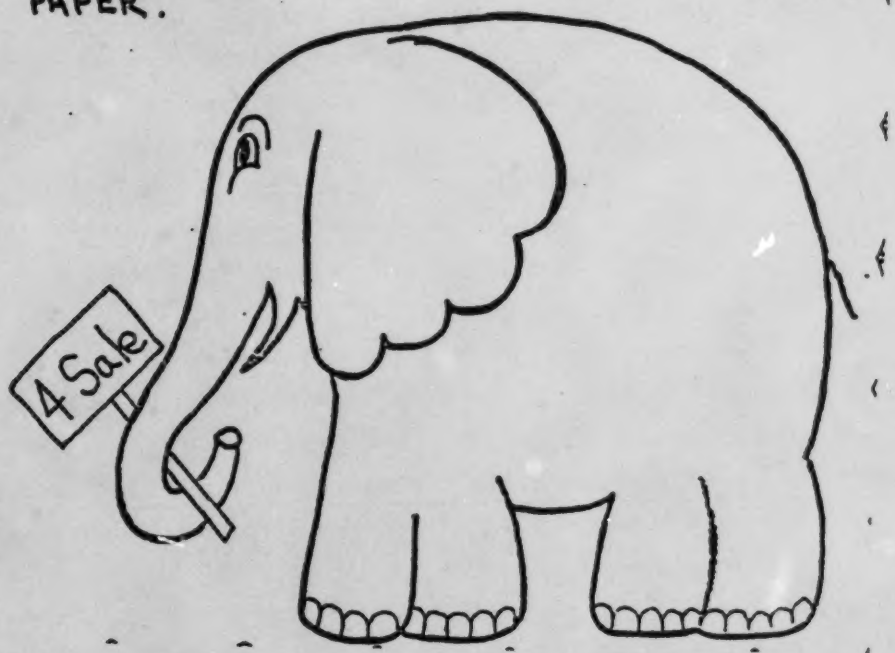
   (Try, sample) your (choice, personal selection) among our fifteen (flavors, blended creations). Every one will (be, prove to be) a (delightful, tongue-teasing) (taste, adventure in tast appeal). Every one is (rich in flavor, flavor-packed) and (very, delicately) smooth.

3. Suggest that students bring to class examples of advertisements that depend largely on appealing language.

4.

WHITE ELEPHANT SALE

A WHITE ELEPHANT SALE INVOLVES PEOPLE BUYING THINGS OTHER PEOPLE NO LONGER WANT (OR NEVER WANTED!). HAVE STUDENTS BRING IN SUCH ITEMS AND EXPLAIN WHY THEY NO LONGER WANT THEM. STUDENTS WHO PURCHASE AN ITEM EXPLAIN WHY THEY WANT IT. CONDUCT THE ACTUAL SALE. IF YOU WISH, A SWAP SHOP COULD BE SET UP INSTEAD. WRITING SALE OR SWAP SHOP ADS CAN BE INCORPORATED IN THIS ACTIVITY AND COULD BE INCLUDED IN A CLASS NEWSPAPER.



5. Write an imaginative bulletin which could be news from the principal's office using appeal words.

6. Cut out pictures of things that a person could buy from the paper. Pull a picture from a hat or box. The student must give an impromptu sales pitch to the class, and try to sell them the item.

7. "The Winner of All Seasons"

Which season would win a contest as the class favorite? Want to find out? Choose three friends to represent three seasons. You're the fourth! All of you are going to try to convince your classmates that your season is the best. Here are some things you can do.

Dress up as something symbolic of your season.
Give speeches telling about the special parts of your season.
Make posters about your season.
Play games that represent your season.
Sing songs about your season.

Decide on a day for the election and have your class vote for their favorite season. You might make the next day represent the winning season by decorating your room.

II. The teacher will develop the concept that words expressing emotion are often used as a means to make a person feel a certain way.

Example: Good mothers buy Junkie sneakers for their children.
(If you don't buy your child Junkie sneakers, you aren't a good mother.)

A. The following worksheets will help students discover use of words expressing emotion.

W

WORKSHEET FOR LOCATING EMOTIONALLY TONED WORDS

Read the article on this sheet very carefully. Then reread it and underline each emotionally toned word in the article that indicates the writer's biases. You will find about nineteen terms that should be underlined. Be prepared to defend your views later.

WHO IS RIGHT?

Bob and Frank were two students who were attending a junior high school social studies class. Since their class recently had been studying contemporary politics, the two boys got into a discussion about American politics while having a malt after school at a local drive-in.

Bob said, "That Mr. Smith sure is a liberal - I know that he must be Democrat. I think it's just disgusting how he defends all of those way-out Democrats in Washington."

"You're crazy," said Frank. "He believes just about the same way that my father does, and he sure isn't a liberal. He calls himself a progressive. He just wants to see that the poor people in our country have enough food to eat."

"That shows that your father's a liberal, too, just like Mr. Smith," said Bob. "All of those poor people are on welfare because they're just plain lazy. All of those cats could work if they really wanted to."

"That's not true," answered Frank. "You just say that because your whole family is radical. You're really far right."

"Maybe we are conservative," said Bob. "That's better than being a bunch of communists like your father and Mr. Smith."

Some words stir feelings in you. Here are some words that might make you feel sad or sorry:

lonely hurt orphan limped tears in their eyes

Here are some words that might make you feel angry:

mean sneaky grabbed lied punished the whole class

Sometimes a writer uses words to make you feel a certain way. If you know that the writer is doing this, you can decide for yourself how you really feel.

In each sentence below, underline any word or group of words that you think is meant to stir your feelings.

1. The mayor grabbed the reporter and shouted at him.
2. The mayor, who had been hurt, leaned on the reporter and asked for help.
3. The shy girl sat by herself in a corner of our classroom.
4. The snobbish girl chose a desk away from the rest of the class.
5. The proud actor glared at the television camera.
6. The nervous actor looked blankly at the television camera.
7. The exhausted actor looked glassy-eyed at the television camera.
8. The stuck-up tennis pro wouldn't even sign an autograph book.
9. The beaten tennis pro didn't notice the people who wanted his autograph.
10. The principal greeted each child with a smile.
11. The principal grumbled at the children as they clattered down the hall.
12. Romaine limped with pain all the way home.
13. Romaine hurried home happily in spite of her limp.
14. Mother served us delicious, crispy fried chicken.

ON YOUR OWN

Look at articles on the sports page or in the family section of your newspaper. Find an article that contains words that stir feelings. Underline all words and groups of words that make you annoyed or sad or happy. Talk with your teacher about how the words make you feel.

The words listed below may stir feelings in you. Write a sentence that tells how each word makes you feel and why it makes you feel that way.

fun	yelled	whispering
cut	playground	fight

B. "Amazing, Astonishing, Mysterious"

Famous magicians have called themselves by different names. Merlin the Magician, The Wizard of Oz, and the Amazing Kreskin are some names that have been used. If you were a famous magician, you would need a special name too. What would it be?

Imagine that you are going to perform as a magician. Make a poster that announces your performance and tells about you. The poster will give your name and what you do. It should also tell when and where you will perform. It might even have pictures. Remember that you want to make people come to see you. Use words that will let them know that something very special and exciting will take place - words like mysterious, unbelievable, astonishing. What other words will make people want to come?

C. The following worksheets will help students discover use of words expressing emotion.

"Hurry! Hurry!
Step Right Up"

Those are examples of words a barker might use. A barker is a person who tries to excite people's interest. The idea is to get people to buy tickets to see a show of some kind.

Pick your favorite circus act or favorite sideshow and make a speech about it that will get people interested in seeing it. One suggestion is to be the barker for a fortune-teller.

Here are some tips to help you.

Choose words that will tell how amazing or powerful or mysterious or thrilling your sideshow is.

Talk fast, and show some excitement.

If you think it will help, write your speech down and practice it a few times.

"In the Center Ring...."

Imagine the circus master saying, "Ladies and gentlemen , today we are proud to present...." All of a sudden you hear your name over the loudspeaker! What kind of performer would you be? What kind of act would you put on?

Get together with some friends and plan a mini circus. You will need to do the following things:

Decide what acts you could perform in the classroom.
Decide how long each act will be.
Decide how you will introduce each act.
Find out what costumes and props you will need.
Decide when you will put on the circus.
Make up signs or posters telling about your circus.
Have fun!

W

EITHER - OR GROUPS

Either-or Groups form naturally because people on the extremes find little or no use for the person's activity on the other extreme. Gourmets dislike MacDonald's and MacDonald's fans think gourmets are phoney and waste too much time on food. One lives to eat and the other eats to live. Choose one extreme and share reasons for doing so in small groups. Groups may also be formed by mixing members of each extreme.

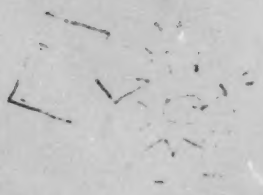
1. Some people are willing to spend a lot of money for objects D'Art; others are willing to spend a lot of money only on utilitarian objects.
2. Some people are fiction buffs, they love imaginative stories. Others like only factual books. (Historically, novels were once considered fit only for female consumption.)
3. Some people enjoy a quiet park or a woodland trail (nature lovers - Thoreau); others are turned on by machinery and large industries (urban romantics - Sandburg).
4. Some people are by nature "Groupies", they love parties and being with a lot of people. Others prefer quiet time by themselves or with only one other person.
5. Some people like large homes with extra rooms and a yard; others like efficiency apartments.
6. Some people like to work with their hands - fix things, make things; others like to work with their heads - come up with ideas; still others prefer working with people - service oriented.

III. The teacher will develop the concept that words can be used in a sensational way to get the individuals attention or entice him to read something he might not read otherwise.

A. The following exercise will help students discover use of words expressing sensationalism.

"What's in a Headline?"

What you need -- paper, pencil



Maxwell was looking over the front page of the local newspaper. About halfway down the page he stopped. A headline had cought his eye. It read...

Murdering Snowstorm Attacks Upper Michigan

"Wow!!" thought Maxwell. "Here's a story that I want to read!"

And so he did...at least the beginning of the story, until he realized that the story was actually about an unusually bad snowstorm that hit Upper Michigan. But this is not really what Maxwell expected. He had expected much more. Why do you suppose he did? Of course...the headline made the story seem more than it really was. We would say that this headline is misleading. Some newspapers and magazines use headlines like this to attract attention and sell more copies.

Below are pairs of headlines talking about the same thing. One of them simply tells what the story is about. But the other one tries to make you think that the story is really more than it is. This is the headline you are to look for...the one that tries to attract your attention and sell the newspaper or magazine. We call this type of headline writing sensationalism. It tries to make you think that it is more important than it really is!

Try the first pair of headlines...

Convict Escapes from Local Jail	Blood-Crazy Prisoner on the Loose!

Now which one of the pair is using sensationalism? Sure...the second one because it uses terms like "Blood-Crazy" and "on the Loose" to shock the reader. Continue with the rest of the headlines. Write down the one from each pair that uses sensationalism. You may use the Self-Check when you're finished.

(a)	Holiday Hotel Burns to the Ground	Hotel Becomes Blazing Death Trap
(b)	Train Collision Rips Apart Countryside	Trains Collide Outside Pemberville

(c)	Two Homes Broken into on Morningside Drive	Mystery Burglar Prowling on Morningside Drive
(d)	Apple Airline Workers Go on Strike	Hundreds of Passengers Stranded
(e)	New Drug Discovered For Flu	Miracle Drug Cure for Flu

Follow Up:

Below are newspaper headlines. They are written simply to tell the facts. You are to rewrite them so that they will make people want to buy and read the newspaper.

"House Is Robbed on 42nd Street"
"Ambassador to Balaland Is Shot"
"Storm Brings Traffic to a Halt"
"Electrical Power Shutdown North of Town"
"Airplane Crashes into Mountain Side"

Self-Check:

(a) Hotel Becomes Blazing Death Trap
(b) Train Collision Rips Apart Countryside
(c) Mystery Burglar Prowling on Morningside Drive
(d) Hundreds of Passengers Stranded
(e) Miracle Drug Cure for Flu

Vague and Imprecise Words

OBJECTIVE B - 2

Given a selection, the student will recognize persuasive use of words, vague and imprecise words, multiple meanings conveyed by a single word, and propaganda techniques.

PURPOSE

To help each student recognize the misuse of words employed by the propagandist, resulting in vague and imprecise word usage.

METHOD

I. The student learns that words have two kinds of meanings:
   A. Denotative - that which points to, or describes something real.
   B. Connotative - that which is suggested or implied in addition to its actual meaning.

PROCEDURE

I. The teacher will develop the concept that some words can be used in denotative statements of fact and others in connotative statements of appeal.
   A. The following exercise will help students discover use of words in denotative statements.

"It Sure Sounds Good"
What you need - paper, pencil.

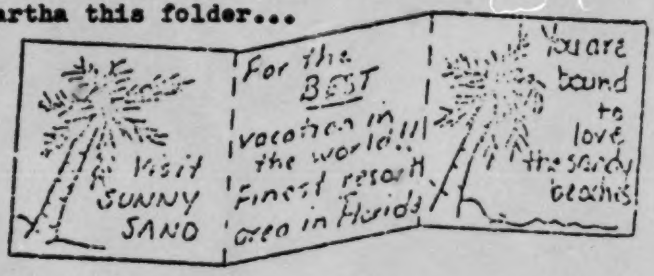
"Oh...look at this one, Martha!" said Julie.

Julie and Martha were planning a vacation together. They had stopped at a local travel agency and had been given a lot of travel folders. This is what they were doing now...sitting on the floor with the folders spread out between them.

"Boy...it is going to be tough to decide where to go," said Julie. "All of the places sound good."

"You're right!" answered Martha. "But you can't believe everything you read! After all, each travel folder is trying to make its vacation sound better than all of the others. For instance, look at this one."

Julie handed Martha this folder...

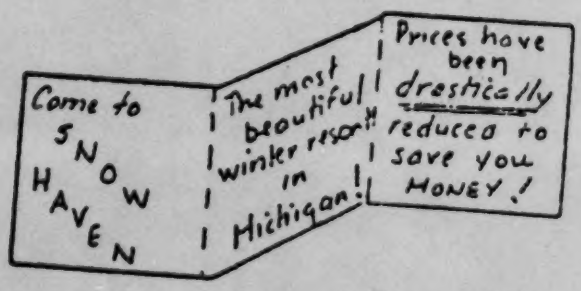


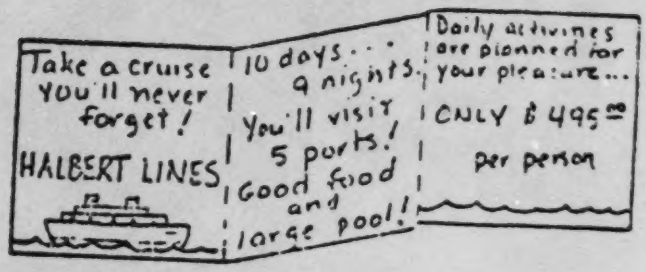
"You can see that this folder doesn't tell you one single thing about Sunny Sand that is factual," said Julie.

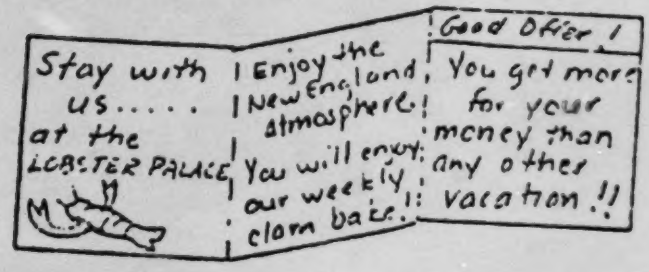
"I guess you're right," answered Martha. "For example, look at the first sentence. 'For the best vacation in the world!!' Now how could anyone say that! After all...it's up to the person and what he or she likes to do!"

"I know," said Julie. "Let's look through all of the folders and copy down the statements that make the vacation place sound good but don't really tell you anything about the place. This way we can decide which folder not only sounds good, but tells us some facts about the area."

You can help the girls out! Below are three travel folders. You are to decide which folder gives you the most "factual" information about the vacation area. When you have finished, use the Self-Check to see if you are right.



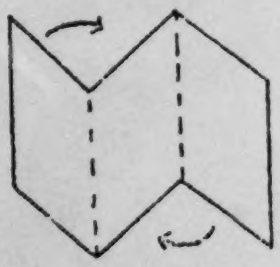

Take a cruise you'll never forget!
HALBERT LINES
10 days... 9 nights.
You'll visit 5 ports!
Good food and large pool!
Daily activities are planned for your pleasure...
ONLY $ 495.00
per person


Stay with us.....
at the
LOBSTER PALACE
Enjoy the New England atmosphere!
You will enjoy our weekly clam bake.
Good Offer!
You get more for your money than any other vacation!!

Follow Up:

Try your hand at making a travel folder!

Simply take a peice of paper and fold it like this...



Now either make up a vacation spot or use one that you already know about. Try making it sound great without really telling anything about it! When you finish...turn it over and make another one on the other side. But this time make it as factual as you can. Not only make it sound good...but tell something about it!

Self-Check:

The most factual information is to be found on the travel folder about the cruise.

Multiple Meanings of Words

OBJECTIVE B - 2

Given a selection, the student will recognize persuasive use of words, vague and imprecise words, multiple meanings conveyed by a single word, and propaganda techniques.

PURPOSE

To help each student build up a constellation of multiple meanings for polysemantic words so that he can pull out any one meaning whenever it is needed in interpreting a particular context.

METHOD

I. The student learns to define a polysemantic or multiple-meaning word as one that is capable of shifting its meaning many times from one thing to another, each time having a connotation which is quite different from the others.

II. The student learns more about the interpretation of word meanings and their usage by making correct transitions from one meaning to another among multiple-meaning words.

PROCEDURE

I. The student learns to define a polysemantic or multiple-meaning word as one that is capable of shifting its meaning many times from one thing to another, each time having a connotation which is quite different from the others.

A. The teacher will develop the concept that most words carry several different meanings according to how they are used.

1. The student will silently read sentences as the teacher reads aloud. The student will state the meaning of the underlined word in the sentence in his own words. The teacher will write the student's responses on the board at the same time attempting to fix the various meanings by using other known words which exist in the student's meaning, speaking, and reading vocabularies. (A "Multiple Meanings Word List" is included at the end of this unit.)

Example:

	Sentence	Student Response
a.	"I can spell my name."	can means able
b.	"I bought a can of beans."	can means a container
c.	"Put the garbage in the garbage can."	another type of container
d.	"My mother said, 'tomorrow I will can the peaches.'"	can means to preserve food
e.	"Can it, Mack."	an order to stop talking
f.	"If you leave now the boss will can you."	dismiss from job
g.	"Why don't you trade in that old tin can and get an automobile?"	a battered old car

2. After several group exercises in the above example, which stresses that the objective is to supply different meanings of a word, not simply different sentences, the student can do a written activity. Each student works independently, selecting his own words for illustrating different meanings in writing sentences. The student may know a few meanings for a word but will need guidance for some of the usages or concepts involving the word.

Example:

a. My daddy put air in the tires.
b. We hang clothes outside to air them.
c. We breathe air.
d. He was asked to air his views.
e. His older brother gave his girlfriend the air.
f. Mrs. Jones is disliked in the neighborhood because she puts on airs.

a. "The book is mine."
b. "Joe's father worked in the coal mine."
c. "That corner store is a gold mine."
d. "The tank was damaged by a land mine."
e. "Don't undermine the confidence of the people."
f. "Our break is over, let's get back to the salt mine."
g. "He was stationed aboard a mine sweeper."

3. Purpose: To call attention to the long lists of meanings given after many vocabulary entries in a dictionary and to give practice in noting the differences in meaning.

Players: Small group.

Materials: A series of sentences each using the same word, but with a different meaning; chalk and chalkboard.

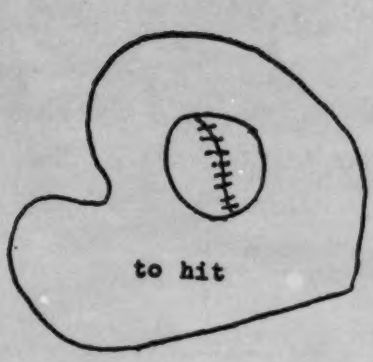
Directions: The players are divided into two teams. The Sentences and Definitions are written on the board. The teacher chooses in turn a player from each team who reads a Sentence and then tells the letter of the correct Definition. Each correct answer scores a point for the team. The team with the most points is the winner.

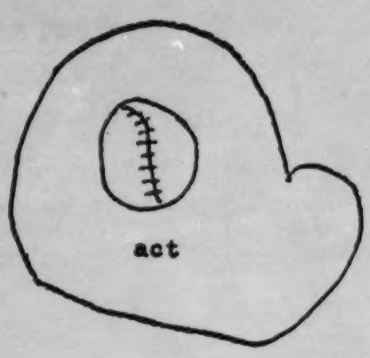
Example:

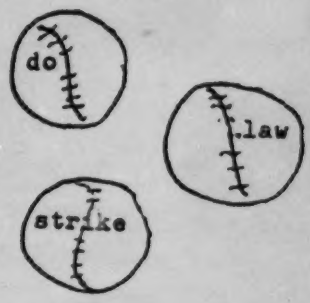
Sentences	Definitions of Pick
h - (1) The sharpshooters pick off the invaders.	(a) to steal
c - (2) He plans to pick up living expenses while he attends college.	(b) to collect
f - (3) The musician who plays the mandolin cannot find his pick.	(c) to gain or acquire
a - (4) Do not allow anyone to pick your pocket.	(d) to provoke
b - (5) He will pick all the apples.	(e) a sharp pointed instrument
i - (6) She plans to pick over the strawberries.	(f) a thin piece of bone or metal called a plectrum
d - (7) He seems to like to pick a quarrel.	(g) to select
g - (8) He refuses to pick the winner.	(h) to shoot, one by one
e - (9) He intends to use a pick to open the door for his neighbor who locked himself out.	(i) to examine, item by item
j - (10) Can you pick me up on your way to the party?	(j) to stop for and take along

B. The teacher will guide students in making the transition from one meaning of a word to another meaning of the word according to how the word is used.

1. Children are often confused more by a familiar word used in an unfamiliar sense than by a word which is totally new to them. A student who knows the word <u>strike</u> as meaning "to hit" may need help in understanding the use of the word in such expressions as <u>to strike it lucky</u>, <u>to go on strike</u>, <u>to strike a camp</u>, and so on.



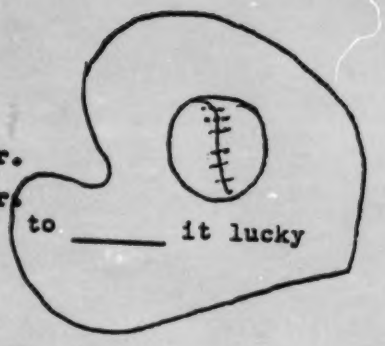


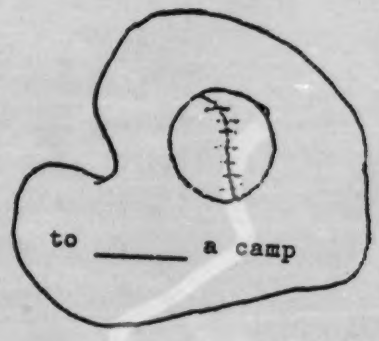


2. CATCH - UP

Print game rules on manila folder.

1. Two players.
2. One player is the pitcher.
3. One player is the catcher.
4. Players sit across from one another at a table.
5. Catcher takes the mitts from this folder and places them on the table facing the pitcher.
6. The pitcher takes the balls from the folder and keeps them.
7. The pitcher reads a word from a ball out loud and then places the ball on the correct mitt and continues to complete the stack.
8. The pitcher and catcher must then check through the stack together. Count one point for each ball pitched correctly.
9. Players trade places and repeat the process.





C. The teacher will help students in sensing different meanings according to the functions of the word, and assist students in becoming aware of any differences in pronunciation or spelling which may accompany these changing functions.

1. The various functions which one word may perform in speech is another aspect of multiple meanings and one in need of special attention. The student is urged to learn all meanings for a word. To accomplish this task, the student must be aware of various functions the word performs in sentence structure.

   Using run as an example, we do not know if it equates to fast jogging, a hole in a stocking, water pouring from a tap, an attempt to be elected, a baseball score, or operating a business, until we are aware of its function in a sentence. We encounter sound as a noun, the subject of a sentence in the statement, "The sound of thunder was not pleasant to Jane." It has a different meaning when it is used as a verb in "Sound the chimes, Mary." And still a different meaning when used as a modifier in "Uncle Fred was sound asleep."

2. For each sentence below, tell if the word back functions as a noun, verb or modifier.
   a. The dog went away and never came back.
   b. John put a little saddle on the dog's back.
   c. Mr. Jones backed his car into the garage.
   d. Mr. Nichols backed the baseball team.
   e. Mrs. Brown backed the rug with rubber.

3. Construct a sentence in which one word takes on more than one function.

   Example:

   "My back is in back of my chest and I rarely take back what I've said about how poorly he backs up his car."

II. The student learns more about the interpretation of word meanings and their usage by making correct transitions from one meaning to another among multiple-meaning words.

A. The teacher will help the student use context skillfully to indicate the exact meaning he wants to convey.

A student can avoid confusion if he knows several meanings for a word and watches for unusual uses of a word in context. The student needs to become skilled in using the dictionary to look up familiar words he sees or hears in a new sense. The student must study the context carefully and pick the dictionary definition that fits it exactly.

1. As you learn new ways in which to use words, you will find it easier to be nice in your choice of words.

Select the right meaning:

The word nice has several meanings. In the sentence above it means "subtle, discriminating, precise". Three other meanings for nice are given below. Study them and then look at the sentences in which nice is used. Use context to decide in which sense the word is used and write the letter of the appropriate meaning in the blank after each sentence. Do the same thing for the other groups below.

nice - (a) fastidious, difficult to please; (b) able to make fine or delicate distinctions; (c) good, well-mannered.

1. An old saying insists that nice children are to be seen and not heard. _____
2. Matthew Arnold was a nice literary critic. _____
3. Some salesmen become impatient when they wait on nice women. _____

original - (a) never having occurred before, fresh, new; (b) not a copy or reproduction; (c) an eccentric person.

1. My mother prizes the Utrillo original she bought during her European tour. _____
2. That old fellow is certainly an original. _____
3. In writing Ulysses, Joyce used an original approach. _____

purple - (a) deep-red cloth or clothing used as a symbol of royalty in ancient times; (b) imperial, royal; (c) ornate, elaborate.

1. Did Egyptian kings put on the purple? _____
2. Except for the purple passages, I skimmed through the novel. _____
3. "For purple mountain majesties, Above the fruited plain!" _____

poach - (a) to trespass on private property, especially for hunting for fishing; (b) to mix with water until smooth; (c) to cook in boiling water, bouillon, or the like, until coated.

1. Poach the flour before adding it to the butter. _____
2. To poach an egg, use gently boiling water. _____
3. The baron had a gamekeeper to scare off anyone who might be tempted to poach. _____

pocket - (a) to take dishonestly; (b) small; (c) in mining, a cavity filled with ore.

1. The men were delighted to strike a pocket of silver. _____
2. The shoplifter had found it easy to pocket small items. _____
3. Leonard said that his pocket notebook was indispensable. _____

conceit - (a) exaggerated opinion of oneself; (b) a fanciful or witty expression or notion.

1. The idea that girls are made of "sugar and spice and everything nice" is a pretty conceit. _____
2. Tom's conceit leads him to swagger and boast. _____

straw - (a) yellowish; (b) worthless trifle; (c) hollow stalks of grain after threshing.

1. The horses were bedded down with straw. _____
2. His hair was straw. _____
3. What did Hector care for such a straw? _____

cataract - (a) an eye disease in which the crystalline lens becomes cloudy, causing partial or total blindness; (b) a large waterfall; (c) overwhelming floodlike rush, deluge.

1. Victoria Falls is an awe-inspiring cataract, dropping from a height of nearly 350 feet. _____
2. His grandmother has been troubled for many years by cataracts. _____
3. The senator's controversial remark precipitated a cataract of replies. _____

Here are the answers:

nice - 1. c; 2. b; 3. a
original - 1. b; 2. c; 3. a
purple - 1. a; 2. c; 3. b
poach - 1. b; 2. c; 3. a
pocket - 1. c; 2. a; 3. b
conceit - 1. b; 2. a
straw - 1. c; 2. a; 3. b
cataract - 1. b; 2. a; 3. c

MULTIPLE-MEANINGS WORD LIST

about	account	act	address	admit
concerning almost around ready to	story list	do pretend law	apply speech home	confess receive
after	**age**	**aim**	**alarm**	**anxious**
next behind pursuit because of	time grow old	point purpose	frighten signal	fearful eager
apply	**area**	**arm**	**art**	**attend**
ask put on	space size	body part weapon equip	creation skill	visit help
average	**bar**	**bargain**	**base**	**batter**
ordinary medium	block pole tavern music staff	agree sale	establish inferior bottom station	pound mixture baseball
bear	**beat**	**bend**	**blaze**	**blind**
carry animal	hit stir win accent/music	curve kneel yield	fire marking	sightless no thought
board	**body**	**boil**	**boot**	**bound**
get on committee wood food	firmness main part group	rage cook swelling	kick shoe	surround leap going boundary
box	**branch**	**brand**	**break**	**bright**
fight container	spread part/tree	mark kind	crack violation interruption	shining smart cheerful
brush	**buckle**	**capacity**	**capital**	**care**
clean bushes	fasten bend belt	size power duty	chief money city large letter	thought protect

case	cast	chance	change	character
condition covering lawsuit	throw shape actors type	opportunity possibility luck	vary money	nature actor symbol eccentric
charge	chase	check	class	clear
fill order accuse price attack	follow drive away	stop mark money	grade category	remove free clean
clip	close	club	coarse	coast
cut attach pace	shut finish near	beat stick group	rough common crude	slide beach
coin	command	common	company	complete
invent money	order power	public familiar inferior	group business visitors	finish whole
composition	conclude	contest	contract	convey
writing mixture	finish reason	fight game	start agreement shrink	carry inform deliver
cool	correct	cost	count	court
chilly calm	change right	price loss	total depend judge	pursue yard field tribunal
cover	cross	crown	cut	dampen
hide include	pass mate oppose irritable	honor head top ornament	reduce sever	moisten depress muffle
dark	date	deal	decline	degree
black gloomy secret	time appointment fruit	give trade behave agreement	reject weaken slant	measure title

deliver	depress	design	designate	destroy
give say free	discourage lower weaken	sketch plan	indicate appoint	ruin kill
detail	develop	device	dictate	digest
itemize assign part	grow progress	machine plan	order advise	absorb understand summary
direct	discipline	dish	dissolve	distinct
control command aim address	train correct	give container	melt disappear	different clear
distinguish	disturb	diverse	divert	divine
define honor	irritate excite	different various	distract entertain	heavenly delightful forecast
dock	doctor	domestic	dominion	double
anchor clip	heal physician	family tame servant	power country	duplicate fold twice
douse	downfall	dowry	draft	drag
dunk extinguish	defeat rainstorm	settlement talent	wind drawing enlistment check	pull crawl
drain	draw	dressing	drill	drive
empty exhaust	pull interest picture match	bandage sauce	practice tool	operate move
drone	droop	drop	drug	drum
hum male bee nonworker	hang weaken give up	fall stop give up small amount	numb medicine	pound repeat instrument
dull	dumb	dusk	dust	duty
unsharp gray stupid boring slow	silent stupid	evening dark	clean powder	task toll

early	earth	ease	easy	eat
beforetime long ago	world land	reduce help	simple restful gentle pleasant	swallow erode
egg	elastic	electrify	embrace	empty
embryo agitate	flexible rubber band	shock thrill	hold contain adopt	eliminate run out blank
encounter	endure	engage	enlist	enroll
meet battle	last suffer	involve hire promise	join persuade	write draft
ensure	entertain	erect	essay	establish
guarantee defend	delight consider	to build straight	test composition	organize prove
even	examine	except	excuse	execute
flat equal yet	study test	omitting reject	forgive reason	complete kill
exhaust	exist	exotic	experience	express
empty tire out	live occur	strange colorful	adventure feeling knowledge	say show send quick
extend	extreme	face	faculty	fail
lengthen give	excessive last	meet looks expression	talent teachers	flunk neglect weaken
faint	fair	faith	fake	fall
weaken hazy	pale sunny average right festival	hope religion	pretend imitation	drop slip defeat autumn wig
false	familiar	fan	fancy	fantasy
wrong deceitful fake/mock	popular personal informed in	stir blower follower	picture love flowery	illusion story

fare	farm	fashion	fast	fat
eat progress charge passenger	raise rent homestead	make style	starve rapid firm	chubby grease
father	favor	feature	feel	fellow
produce priest daddy	prefer resemble kindness	show trait	touch look experience	man partner
fence	field	fiery	figure	file
wall fight bootleg	land area	hot violent	symbol charge form person picture	categorize march grind
film	find	fine	finish	fire
photograph coating	discover learn decide	charge delicate refined excellent	complete polish	ignite expel excite shoot
firm	first	fit	fix	flag
solid company	chief beginning preferably	suit right healthy attack	repair settle dilemma	signal wilt banner
flare	flat	fleet	flesh	flip
burn expand	even lifeless off-key apartment	swift ships group	meat skin family	toss jerk
float	floor	flurry	flush	fly
hold up raft parade car	overcome ground level	excite confusion light snow	color chase level full	sail run away insect
foil	fold	follow	fool	foot
ruin metal sword	bend enclosure church	trail pursue obey	joke trick dunce	hike body part base

force	forge	fork	form	fortune
compel push strength group	create counterfeit progress smelter	silverware branch	make type manner	riches luck
forum	forward	foul	founder	frame
plaza debate law court	deliver ahead bold	dirty evil unfair	tumble fail creator	form edge body skeleton
free	freeze	fresh	fright	fruit
release loose independent no charge	chill stiffen	new unsalty brisk	terror mess	plant yield
full	fume	function	further	fuse
complete round wide	be angry smoke	work service	advance beyond	join exploder
gag	gain	game	gas	gay
muffle joke	get benefit advance	brave play plan prey	vapor gasoline	happy colorful
general	gentle	get	gift	give
common officer	soft kindly noble	obtain grow persuade bring about	present talent	donate yield
glare	globe	gloomy	glow	go
stare shine	ball earth map	dark sad	shine redden tingle	move work turn operate belong
golden	good	gorge	grace	grade
metallic shining excellent	excellent proper suitable kind real benefit	stuff valley	honor beauty elegance excuse favor thanks	sort hill

grain	grand	grasp	grate	grave
particle seed texture nature	large important	hold control understand	grind scratch irritate iron bars	serious dignified important burial place
graze	great	green	grim	grind
feed scrape	large famous	immature new	stern horrible	crumble smooth work
grip	grit	groom	gross	ground
hold suitcase command understand	grate gravel courage	clean up newlywed/man	total terrible crude big thick	establish base
grounds	grow	grub	guard	guide
garden leftovers basis	increase raise	dig toil larva food	protect restrain	lead advise
gulf	gun	hall	hammer	hamper
opening bay	shoot firearm	corridor auditorium building	pound repeat mallet	obstruct basket
hand	handle	handy	hang	harbor
give worker command handwriting	feel direct trade in	useful skillful	suspend execute sag	shelter think port
hard	harsh	harvest	hatch	have
solid strict difficult with effort severe	rough cruel	gather crop result	invent be born door	own must cause feel permit
hazy	head	heart	heat	heave
misty uncertain	lead direct proceed top brain conclusion	body part feelings kindness courage center main part valentine	warm cook excite	lift breathe hard rise

help	here	hide	high	hit
aid benefit prevent	this place now present	mask skin	tall great sharp	strike arrive at affect success
hitch	hold	hollow	homely	hook
hook jerk stopping	grip carry have apply think	empty deep false hungry	ugly common comfortable	clip trap hanger
hose	hot	hound	house	humor
stockings tube	burning spicy new	hunt urge dog	shelter audience	please comedy mood
hunch	husky	idle	ill	illustrate
hump feeling	powerful rough Eskimo dog	inactive lazy worthless unfounded	sick evil	explain picture
imagine	incline	individual	infect	infer
dream guess	tend move bend slope	single human	disease influence	assume hint
inform	initial	initiate	instruct	insure
tell accuse	first letter	start admit educate	teach inform	shelter guarantee make sure
interest	introduce	invalid	invite	involve
curiosity share profit business	bring in present	unhealthy no value	ask interest	affect confuse occupy
irregular	irritate	issue	item	jam
unnatural uneven	anger pain	subject copy	part entry	crowd jelly
jar	journal	judge	just	keen
shake container	diary newspaper	decide umpire	precise only fair	sharp quick

key	kid	kind	land	lap
opener answer pitch	joke child young goat	friendly type	ground arrive	lick wrap around
lean	lie	light	line	list
think slope	fib recline	blight airy	string mark limit row type	record slant
live	log	look	lose	lot
exist inhabit	wood record	explore appear	fail misplace	bunch number chance field
low	mad	mail	make	manual
inferior wicked	crazy angry	send letters	create force type	handbook by hand
mark	match	matter	mean	medium
line grade	lighter game pair	material business	suggest unkind medium	average agent/tool
mind	minor	mold	monitor	mortal
brain obey watch	lesser immature	form rot	assistant recorder adviser	man killing
mother	motion	mount	move	nail
produce mommy watch	movement suggestion	climb increase place	change persuade	fasten trap
neat	net	nip	note	number
clean skillful	trap web got	pinch cold sip	write observe	measure digit
object	observe	occupation	odd	office
thing purpose	study celebrate obey	work holding	strange extra	work room

old	onset	open	order	ordinary
aged discontinued	beginning attack	start show	arrangement instruction	usual inferior
origin	outline	overhead	overlook	overwhelm
beginning root	drawing profile	above costs	neglect view	crush surprise
pace	pad	paddle	page	paint
rate speed	cushion notebook	spank oar	paper servant	cover draw
panel	park	part	particular	party
group wall	land station	division role	special critical	group person festival
pass	passage	passion	pattern	peculiar
succeed use deliver move	hallway section trip	emotion anger love	arrangement example	strange special
peer	pen	perverse	petrify	petty
equal look	record enclose	stubborn false wicked	frighten harden	unimportant low
pitch	plague	plain	plane	plot
throw stagger	disease trouble	clear ordinary	flat aircraft	plan sketch
pool	poor	popular	portly	position
lake combine	needy pitiful	ordinary admired	fat dignified	place job
press	pressure	primitive	print	prize
push urge smooth	weight power	ancient simple	mark publish	reward value
project	prompt	proud	pull	push
plan stick out show	quick suggest	dignified vain	drag attract	force encourage

quick	race	rage	raise	rank
fast smart	hurry people	anger style	lift produce	grade rotten
rash	rattle	raw	reach	rear
careless inflammation	clatter confuse	immature cold uncooked	arrive stretch	back raise
recall	recess	reckon	recognize	recover
remember call back	pause indent	think count	see accept	rescue improve
reflect	regular	relief	repel	represent
mirror think	usual even	freedom change	drive back sicken	illustrate present
require	responsible	rest	retire	return
need demand	accountable trustworthy	pause balance	quit remove retreat go to bed	go back repay
review	revolution	rich	right	ring
study recall	change circle	fertile wealthy valuable flavorful	good correct	sound circle
rise	rock	room	rough	rugged
stand advance grow start riot	swing stone	space chamber	uneven fierce	rough sturdy
rule	run	rush	rustic	rusty
govern measure	race move stretch pour continue campaign direct tear time	hurry attack	rural simple	worn unpracticed

sack	satisfy	save	say	scene
steal bag	content persuade	conserve protect	speak power	view act storm
score	scramble	scrap	scrape	screen
tally earn mark	mix hurry	fight particle waste	rub trouble	cover separate check
seal	secure	sense	serious	serve
close sign sea lion	protected get close	feel intelligence	thoughtful important	supply help
settle	shake	shallow	sharp	sheer
decide inhabit	shiver bounce	simple not deep	pointy severe smart	transparent plain
shine	short	show	shrink	sign
glow smart	little brief	direct display	dwindle withdraw	mark signal
simple	sink	situation	skip	slight
easy common stupid	fall weaken washbowl	place condition	jump omit	small thin ignore
sling	slip	sloppy	slow	smack
throw hang support	slide error	careless wet	delaying stupid	hit kiss
small	smart	smash	snug	sock
little unimportant	intelligent stylish pain	destroy strike	comfortable close	strike stocking
soft	soil	solid	solution	sore
tender kind	dirty defile earth	hard whole	answer mixture	painful angry
sorry	sound	sour	span	spare
regretful sad poor	voice healthy strong correct	spoiled disagreeable	bridge period distance	give up extra thin

speculate	spell	spirit	spot	spread
guess risk consider	magic time write	soul temper courage	stain recognize	extend distribute
square	squeal	stable	stage	stalk
balance honest old-fashioned	cry tattle	steady barn	perform time level platform	hunt stem
stamp	stand	staple	star	start
mark pound	rise up endure stay base	fasten main	feature sun	begin jump
state	static	station	stay	steam
tell situation nation	still electrical	place position	remain live delay	gas power cook
steep	steer	stew	stick	stiff
soak high	guide cattle	cook be angry	stab cling continue	firm unnatural difficult
still	stir	stomach	stoop	store
quiet yet	mix move excite	tolerate belly	squat porch	keep shop
storm	story	stout	straight	strain
attack rage outburst	tale floor	fat brave	direct honest	stretch injure quality race
strand	strap	stream	strict	strike
abandon string	tie beat belt	flow creek	severe perfect	hit revolt
stroke	structure	struggle	stuff	stuffy
rub act attack	building shape	try fight	fill material	close dull

stump	stunning	stunt	substantial	subtle
puzzle campaign leftovers	attractive shocking	shorten act	real strong wealthy	delicate tricky
suit	sunken	survey	suspect	suspend
satisfy fit dress legal action	submerged hollow	examine measure	guess doubt	hang delay interrupt
sway	swear	sweep	swell	switch
swing control	promise curse	brush move stretch	grow bigger good	beat change
table	tablet	tackle	tag	tail
list delay	notebook pill	attack seize equipment	label follow	end follow
take	tale	tall	tap	tape
capture need choose carry guess hire suffer	story lie	high exaggerated	rap faucet	fasten record
	tax	tend	term	test
	strain toll	lean serve	time condition title	quiz experiment
theater	theme	thick	thin	think
playhouse arena	subject composition motif	broad numerous stupid	slender scanty	believe consider
thought	threaten	ticket	tight	time
thinking care	warn terrorize	label certificate ballot summons	stiff close rare stingy	period chance measure
tip	token	toll	tone	touch
end slant bonus warning	clue keepsake ticket	ring charge	sound mood condition color	feel brush affect beg

tough	trace	trade	trail	train
hard strong	copy follow a little	bargain business	follow hunt road	educate series railroad
treasure	treat	trial	trim	trip
value store	consider doctor delight	experiment trouble court case	cut decorate	stumble journey
try	twist	ugly	unclean	undertake
attempt judge	turn distort	unattractive mean	dirty evil	try promise
unfold	unravel	unreal	untrue	upright
uncover explain	untwist explain	imaginary make-believe	false disloyal	standing honorable
upset	use	vacuum	vain	vault
tip over disturb defeat	practice exploit	void clean	futile proud	jump safe tomb
venom	verge	verse	vicinity	view
spite poison	lean edge	poetry part	region closeness	see opinion
vision	vital	volume	wage	want
sight dream	necessary living	amount book	payment exercise	desire need
wanton	warm	warn	warrant	waste
careless uncontrolled immoral	hot friendly	inform threaten	authority promise	use up garbage
watch	wave	way	wayward	weighty
view guard	move signal	style method detail direction distance mood	lawless irregular	heavy burdensome powerful
wicked	wild	will	wind	wire
evil hard	savage crazy	desire choice testament	air breath turn	telegraph tie electrify

withdraw retreat remove	wizard sorcerer genius	wonder marvel doubt	work labor operate	worn used tired
wound hurt irritate	wrench twist injure	wretch beggar villain	wrinkle crease grow old	writhe twist hurt
wrong untrue evil	yard enclosure three feet	yarn thread story	yield produce surrender	

Propaganda

PURPOSE

Propaganda is defined as any organized effort to spread a particular doctrine or information. Political propaganda and planned, systematic advertising demand that critical reading, as a skill, should not be left to chance development. Evidence has shown that students can improve in skills which are methodically taught. Consequently, students can be taught to evaluate persuasive material used in all phases of our media.

Students should learn to recognize propaganda, but they should also realize that it is not necessarily negative, but rather a part of our way of life. They should recognize the commonly used propaganda techniques, learn to search for bias or motive, to examine opposing views, and to draw their own conclusions.

METHOD

I. To recognize pre-conceived ideas regarding propaganda through the "group discussion" method, thus improving critical thinking.

II. To enable the students to recognize one or more commonly used propaganda techniques through a process of inductive thinking.

III. To raise questions or set up situations based on carefully selected reading or other assignments which will require an evaluative response. The student is asked to compare attitudes, impressions, and possible misconceptions through skillful motivation, questioning, and guidance.

OUTLINE

OF

PROCEDURE FOR WORKING WITH PROPAGANDA

I. The teacher may ask individual students to define "propaganda". Leading questions may be asked based on examples of ethical propaganda. (The class may see that propaganda can be bad or good. The conclusion may be that what really determines the quality of propaganda is the technique used.)

II. The class may bring common advertising phrases, testimonials, colored ads, cartoons, slogans, and headlines from newspapers to place on a bulletin board display.

III. By using the bulletin board display, the class may discover one or more propaganda tricks.

IV. All seven basic tricks should be introduced and practice in recognizing them should ensue. (Teacher may stress that more than one trick may be used in an ad.)

V. Ask the class to watch a favorite TV commercial or listen to other media to analyze its appeal, and identify the propaganda technique used.

VI. Each student may bring his own ad, regarding any product ad or want ad, and tell the trick or tricks they think have been used in each one.

VII. Propaganda techniques may be further extended by presenting clippings of text (without pictures), editorials, political speeches, headlines, or titles representing the different tricks; and have the students decide which trick or tricks are used and write the appropriate name or names above each sample.

VIII. The class may realize through the use of various creative techniques that propaganda affects every aspect of their life - good or bad - particularly in the commercial, political, and economic areas.

PROCEDURE

I. The teacher will ask individual students to define the term "propaganda". Leading questions may be asked based on examples of ethical propaganda. The class may see that propaganda can be bad or good. (The conclusion may be that what really determines the quality of propaganda is the technique used.)

A. Background information: The Federal Trade Commission, established in 1914, and the Federal Communications Commission are the two agencies most responsible for regulating the number and content of television commercials. Using the broad powers established for it under Section 5 of the Federal Trade Commission Act, which outlaws "unfair methods and deceptive practices", the FTC has acted against television commercials that could deceive a child even though they could not deceive an adult. Misleading sound effects that exaggerate the authenticity of a toy, trick photography, and endorsements by celebrities who are not trained or committed to protect the welfare of children are among the methods the commission has prosecuted as deceptive. A large portion of the Federal Trade Commission's cases is generated by complaints mailed or phoned in by the public.

B. Students may tell about their personal experiences with advertising. Elicit instances in which ads have helped a child find a good product which he wanted and at a fair price. Students also should relate instances when ads have been misleading, such as an offer on a cereal box.

C. Further interest can be created by questions, such as the following:

1. What are advertisers trying to accomplish with their commercials? (sale of their product)
2. What things must an advertiser consider before spending a lot of money on an advertising campaign? (Who will buy the product, the best way to reach this market, what to name the product, how to package the product, what gimmicks might make people buy the product.)
3. How can advertisers mislead the consumer in naming the product, packaging the product, and adding gimmicks to it? (At this point do not expect students to recognize specific propaganda techniques, but accept more general answers.)

II. The class may bring common advertising phrases, testimonials, colored ads, cartoons, slogans, and headlines from newspapers to place on a bulletin board display.

III. By using the bulletin board display, the class may discover one or more propaganda tricks.

A. Some questions that may be asked may be:

1. How has this propagnadist caught my eye?
2. What is used in this testimonial to make me want to buy this product?
3. Why should I support this legislation?
4. What are some similarities in the advertising techniques used in the bulletin board display?

IV. All seven basic tricks should be introduced and practice in recognizing them should ensue.

*Introduce the seven techniques which follows in a separate outline form, at this time. (You may stress that more than one trick may be used in an ad.)

I. Testimonial

In the testimonial propaganda technique, the reader is urged to follow the example of a famous or admired person who says the idea or product is good.

A. Some examples are:

1. A famous tennis champion may say that he is going to vote for Mr. So-and-So. The readers should inquire, "What difference does that make to me?" What motive or reward prompted the tennis player to let himself be quoted? What qualifications has he for judging candidates?
2. The picture of a famous movie actress appeared in an ad for a low-caloried drink.

"Movie actresses must have slim, attractive figures. I keep my figure trim by drinking No-Weight beverages."

(Signed) Shirlene Lovely

Probably the actress rarely or perhaps never drinks No-Weight beverages and keeps her figure trim through exercise and diet. Yet without a doubt untold numbers of girls rushed to their grocer for a case of "No-Weight" as soon as they finished reading the ad.

3. "The star pitcher for the Chicago Cubs eats Ironies for breakfast." (If you eat Ironies, you can be a big leaguer too.)
4. "Hi! I'm Sandy Spencer. I was Miss Arizona in 1973. Just look at my beautiful hair. Do you know what shampoo I use? That's right. I always use Golden Glo Shampoo."

5. "Bill Brown, the greatest basketball player in the country, always drank a lot of milk. That's why he grew up so tall and strong."

B. Activities that may be used to develop an awareness of testimonials are as follows:

1. Watch commercials on TV for testimonials.
2. Cut ads from newspapers and magazines.
3. Create their own testimonials.

II. Plain Folks

In the "plain folks" technique, propagandists go to great lengths in painting a word-picture of the person they wish to promote to convince the public that he is just a "common man".

A. Some examples are:

1. A candidate for office may be shown driving a tractor, shoveling snow off the walk in front of his home, playing with his dog, coming home from Sunday School, and so on.
2. An article about a young baseball player stated that he mowed the lawn, walked the dog, helped his wife by drying the dishes, and cared for the baby. It was hoped that readers would develop a deep admiration for him as a common man.
3. The president of the company started as a janitor. He still enjoys pitching horseshoes with the boys during the noon hour break. (He understands ordinary people and wouldn't try to cheat them.)

B. Activities that may be used to develop an awareness of the plain folks technique are:

1. Posters may be made depicting the "Plain Folks".
2. Cut ads from newspapers, preferably around election time.
3. Create their own ad for radio or TV.

III. Bandwagon

The bandwagon technique is used to get the reader to accept something because everybody else is enthusiastic about it. It is based on the theory that the reader will want to think, vote, or buy what the great majority favors.

A. Some examples are:

1. The hat salesman uses this technique when he says, "They're all wearing the narrow brim this year."
2. The propagandist may direct his appeal to groups of similar religious belief, groups of similar racial decent, groups engaged in the same type of work, and so on.

a. "All of us farmers want prices raised, and we know that Davis is the man that will do this for us."

b. "All Americans should be very much aware of the current need to save our environment."

3. The propagandists may also appeal to the desire of the masses by saying "Don't throw your vote away. Vote for Gregory. He's sure to win anyhow."

4. In advertising, this technique is used very frequently.

a. "Nine out of ten use Gribber's Shaving Cream."

b. "Cigs outsell all other cigarettes in America."

c. "10,000 Americans switched to Best Ever Coffee last month, why not you?"

d. "Everybody's doing the Mumbo. Let us teach you how."

e. "Since all healthy, active teenagers eat Go-Flakes for breakfast, why don't you eat them, too?"

f. "Today, all attractive young men are having their hair styled at Pierre's Barber Shop."

g. "Just everybody is taking up motorcycling now. Why don't you be the first one in your block to own a gas-saving Peterson Cycle?"

B. Activities that may be used to develop the bandwagon technique are as follows:

1. Write a bandwagon statement for one of the following ideas:

a. "Use the public library."

b. "Clean up litter."

c. "Save our downtown."

d. "Prevent tooth decay."

2. Involve the class in a campaign or debate.

3. Listen to TV and radio ads for bandwagon techniques.

4. An activity sheet that may be duplicated to stress the bandwagon and plain folks' techniques.

W

BANDWAGON/PLAIN FOLKS NAME _____

People who write advertisements use many methods to make you think a certain way. One of these is the bandwagon method. It takes advantage of your desire to be part of a group or part of the "in" crowd.

Be one of the "Young Fashionables" in your bright, colorful Fashion-Knit tops and pants.

Another method ad writers may use is the plain folks method. It tells you that someone else is just like you and me - a good, honest, ordinary person.

All the good folks down at Car Town want you to stop in and say howdy, even if you don't look at our cars.

Think about these two methods as you read each ad below. Then write either B for "Bandwagon" or P for "Plain Folks" next to the ad.

1. Join those who know! Vote for Bob Miller for mayor. He's the most popular person ever to run for this office. _____
2. Take my advice. For real old-fashioned biscuits, buy Country Kitchen Biscuit Mix. Just one taste will make you think you've come back home to Granny's kitchen. _____
3. Don't be left out. Brush your teeth with Sparkle. You'll join the Sparkle crowd when you do. _____
4. Thousands of people use Head-EZ. They think it works on all kinds of headaches. You will, too. _____
5. Shelley Dupret cares about you. She knows what you want done in Congress. She knows your needs. Shelley is your kind of person. Vote for her on Election Day. _____
6. Be one of the crowd - drink Tingle. It cools and refreshes everyone - from the littlest Little Leaguer to the biggest big wheel. _____
7. You can trust Barry Zinski because he's just like you. He cares about our kids, our school, and our town. Vote for Barry. _____
8. Remember when bankers knew you by name? Well, Fulton First Bank may be up to date when it comes to equipment, but we're old-fashioned when it comes to people. Fulton First folks are just plain friendly. _____
9. Be part of the team. Help wipe out pollution. Join the Clean Earth Society and give your time to a most important cause. Together we can do it! The future will thank you. _____

ON YOUR OWN

Write a bandwagon statement for one of these ideas:
Use the public library, Clean up litter.

IV. Bad Names or Name Calling

One of the propagandist's most usual techniques is that of indiscriminate use of labels (communist, war monger, pacifist, etc.) and use of disagreeable words to arouse our fear, hate or disapproval, without giving any evidence to support the point he is making. The "bad word" technique is used in some political campaigns, and may be referred to as "mud slinging", name calling, or innuendos (derogatory references).

This technique is also used with high frequency in advertisements in which the propagandist tries to cause the reader to apply several unpleasant words to himself, personally. It is hoped he will thus be so moved that, in order to overcome the disgusting state of affairs, he will purchase the product the advertiser is trying to sell.

A. Some examples are:

1. An ad for tablets to increase weight was headed, "Why Be Skinny?" There was a picture of a very thin girl in a bathing suit, while a man looking at her was saying, "No Skinny Scarecrow for me."

   Some of the text in the advertisement read as follows: "Why should you dread going to parties and socials, simply because you look scrawny and spindly? Why ever feel self-conscious about your body again? If you're underweight or just a little on the thin side, due to faulty appetite, or bad dietary habits, you can put on up to a pound a day of attractive weight without exercise, dangerous drugs or special diet. Don't be a wallflower because you have a figure like a broomstick! Gain more weight!"

2. When a bill is proposed in some legislature, we should expect its critics and defenders to discuss it on the basis of its merits or faults. Instead, some critics may attack it as being radical, communistic, or un-American. Its defenders will probably call the critics reactionary, bureaucratic, or fascist. The speakers on both sides seem to believe that emotional words will have a stronger effect than words of fact and reason.

3. In 1961 a new edition of Webster's Dictionary was published. It contained some simplified spelling and included some expressions which up to now have been considered bad usage. The new dictionary credits these expressions with being current in ordinary conversation. Naturally, these changes have been attacked by some critics in newspapers, magazines, and speeches.

   This wave of criticism was mild, however, in comparison with the vindictive abuse that was given Noah Webster when his first dictionary appeared in 1806. At that time, also, the dictionary

included a few words with new, partially simplified spelling, the kind that is in nation-wide use today. But there were critics in that day who did not judge it with reason and consideration. Here are some samples of the propaganda they wrote about it, especially the ridicule of his spelling methods:

"It is not even worthy of our contempt."

"No-ur Webster, eskwier and critick, is a literary puppy, a half-begotten, self-dubbed patriot."

"He is an oddity of literature, a genius of ignorance, who ought to go to school to regulate his understanding."

"Webster should entitle it the Merrykin Kikshunary.!"

These critics seemed eager to employ unfavorable terms, that is, name calling, rather than reason in discussing the dictionary.

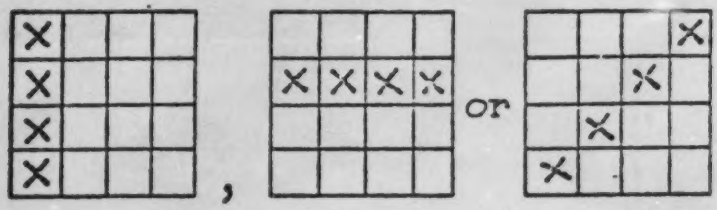
B. Activities that may be used to develop an awareness of the name calling technique are as follows:

1. Locate and underline "bad name" labels and disagreeable words in magazines and newspapers.
2. Students may write their own TV advertisements, political speeches, or anything which may involve name calling. They may read these to the class, and fellow students will select words which they consider as "bad names".
3. Students may be involved in research regarding a well-known or controversial celebrity or political leader, to determine what, if any, "labels" have been given the individual.

4. "Euphemism Bingo"

What you need - paper, pencil, 8 paper clips.

The playing card for your game follows. You will need eight paper clips or small pieces of paper to use as markers. You play this game just like Bingo! You will try to cover four of the squares in a row on the playing board with your markers. These four squares must be either up and down, straight across, or diagonal. They could look like this...



You will get eight chances to cover the square.

First, select any eight numbers from 1 to 16. These are your playing numbers. Write them on a sheet of paper NOW! You may not use any other numbers in the game.

After you have written down the numbers, see rest of directions following copy of the playing card.

Follow Up:

inexpensive	stingy
mortician	old person
beautician	angry
portly	undertaker
displeased	cheap
thrifty	hairdresser
senior citizen	fat

Copy the above lists on a sheet of paper. Then draw lines from the euphemisms in the first list to the words that have the same meaning in the second list.

died	bug killer	skinny	garbage
angry	false teeth	lie	garbage collector
fat	old person	stomachache	stingy
janitor	sweat	loud mouth	cheap

1. inexpensive
2. exterminator
3. indigestion
4. slim
5. senior citizen
6. passed away
7. outgoing
8. displeased
9. custodian
10. refuse
11. perspiration
12. dentures
13. thrifty
14. fib
15. sanitation engineer
16. portly

You can now see both the playing board and the column of euphemisms. (These are terms used in place of others that may sound unpleasant.) Notice the number in front of each euphemism.

Begin with the first number that you wrote on the sheet of paper. Let's say it is 3. Look at the euphemism that has the 3 in front of it. Can you match the euphemism with the unpleasant word that means the same thing? If you can, place a marker on the word square. Now go to the next number on your list and continue this until either you get a Bingo (that is four covered squares in a row) or you use up all of your eight turns. If this happens, the card is the winner. Try it again!

V. Glad Names or Glittering Generalities

This technique is the opposite of the bad names technique. It is the practice of associating some product or proposal or whatever with a virtue word. (e.g. democracy, motherhood) as a way of fostering acceptance without examination of evidence. With the use of pleasant words, a halo of desirable associations is built around a person or thing to such an extent that the reader is moved to adore, respect, and vote for the person, or to buy a product in order to have all the desirable qualities mentioned. In advertising the "glad names" technique is used more frequently than the "bad name" technique.

A. Some examples are:

1. The use of glad words in an advertisement to appeal to a woman's desire to be beautiful and supposedly to cause her to buy the product.

> "This cream truly works miracles on your skin. Pat a small amount on at night. In the morning you'll be amazed to see how lovely you are. Skin smooth and fresh! Soft as velvet! Glowing and radiant! A new, beautiful you!

2. Newspaper articles may be written as propaganda rather than as direct facts.

B. Activities that may be used to develop an awareness of glittering generalities are as follows:

1. The two newspaper articles which follow for example might have been written about the same topic. Read them to note how each side uses various kinds of propaganda devices to obtain your favorable opinion while prompting an unfavorable attitude toward its opponent. The articles are about the threat of the railroad worker's union to strike if two railroad companies merge and lay off some of their employees.

The railroads might have reported the situation as follows: For years our two companies have continued to operate under a heavy loss. Any halt in our train service would be a heavy blow to our passengers, especially to the commuters who are so completely dependent upon us. Therefore we have continued to run our trains. However, one of the most burdensome expenses we have is the practice of featherbedding, that is, retaining on each train a number of employees who perform no service at all but who are retained and paid merely because the greedy union will not listen to reason. In addition, the union arrogantly demands a tremendous increase in salary at the very time that our share-

holders are being subjected to heavy losses. Our employees are already being paid at rates far above the level of employees in other companies and considerably higher than teachers, who must have a college education to meet the requirements for employment. Is the union giving any consideration to the company's losses or the welfare of the public or the danger to our government when the transportation of military supplies and public necessities are so urgent? No. They are thinking only of swelling their bank accounts, of buying more luxurious automobiles, and of acquiring a stranglehold of power over our already impoverished railroads.

The union might have reported the situation as follows: For many years the workers in our union have patiently performed the most loyal kind of service for the grasping railroads. We have accepted a mere pittance in wages, waiting all through this dreary period for the company to listen to our pleas for a decent return for our work. The railroads are thoroughly aware that living costs have gone up far beyond our ability to provide our families with the modest necessities to which they are entitled. We are most reluctant to strike because we should immediately sacrifice even the meager pay we now receive, and our children would be forced to subsist on a starvation diet. Yet we are being driven to this method as the only possible means for winning a fair living wage in the future - one that we cannot obtain now. We deeply regret the inconvenience to you, our fellow citizens, but we know you will understand that the blame lies with the stubborn officers of that great corporation who would rather see us starve than yield one penny of their swollen profits.

It is difficult to recognize the same situation in these two imaginary reports. If you had not seen them together, it would be almost impossible to realize that they describe the same condition.

What were the devices that influenced you first toward the railroad company, then toward the union? Glance over the two reports again to spot the underlined words, and notice how your emotions are appealed to by those words and phrases.

2. Select and underline or take notes on glittering generalities found in advertisements and newspapers.
3. Students may interview a classmate regarding their life and then write a review using as many glittering generalities as possible.

VI. Transfer

Transfer involves capitalizing on the respected reputation of someone or something and transfering this respect, admiration, or reverence to something else.

A. Some examples are:

1. A candidate for office may be played up as a "typical American".
2. The leaders of a cause may make a strong point of having God's sanction, in the hope that the public will transfer reverence for God to the cause.
3. The flag, Uncle Sam, or a cross is frequently pictured in conjunction with a printed message in which the propagandist wants us to transfer our respect for the government or the church to his idea.
4. In advertisements, famous people in show business, sports, or society are frequently used for transfer pruposes. For example, a well-known television person is pictured examining crocheted articles in a full-page ad of manufacturers of crochet thread. The two-line heading reads, "Delighted with the pretty things you can crotchet with top quality thread for only 98¢."

   The ad doesn't state that the woman in the picture crochets or that she uses the thread or that the crocheted articles shown are in her home. There is no connection between her and the crochet cotton advertised. She is pictured in the ad purely for transfer purposes.

B. Activities that may be used to develop the transfer technique are:

1. Cut ads from newspapers and magazines depicting transfer.
2. Listen to the commercials on TV and the radio.
3. Look in a clothing catalog and magazine ads to choose the outfit you might like to wear. Do you think you will look like the model? (Implied Transfer)
4. Students may discuss similarities and differences of the transfer and testimonial techniques.

VII. Card Stacking

This is the careful selection of facts, illustrations, possibilities, and so on for the purpose of making the best - or worse - possible case for some idea, person, product, etc.

This is the most subtle and probably the most dangerous of the propagandist's techniques. Even though the reader is acquainted with propaganda procedures he will be tricked with this occasionally, unless he is very careful.

A cardshark can cheat his victim by arranging the cards in the deck in such a manner that he will receive the winning combinations when the cards are dealt. Similarly, the politician or advertising agent may show only what is favorable to his purpose. He glorifies points which contributed to his ends, but omits or misrepresents those which might influence the reader in the opposite direction. Nowhere is this technique more frequently used than in advertising.

A. Some examples are:

1. An ordinary candidate for office may be built up as an intellectual giant, a wise administrator, and a benevolent leader. His detrimental qualities are concealed.
2. In reading about a cigarette the reader is told that it "lasts longer, tastes better, contains finer tobacco". Lasts longer - than what? Tastes better - than what? Contains finer tobacco - than what?
3. A real estate ad may state and over-emphasize only the positive attributes of property.
4. There can be statistical fallacies and weaknesses in the design of "research" reports in terms of variables and controls.

B. Activities that may be used to develop an awareness of card stacking are:

1. Students may subscribe to one or more newspapers for consecutive days to determine if card stacking is apparent for a well-known national figure. They should consider: omitting of important facts, highlighting of certain ideas, half-truths, and so on.
2. Students may bring or create advertisements about products that involve card stacking.
3. Students may discuss why advertisers feel the need to card stack their product.
4. Students may list occasions when card stacking may be beneficial.
5. Students may discuss how a concerned citizen can change an undesirable advertising situation. They may wish to write to a local television channel to protest card stacking procedures used by an advertiser.

6. "Buying A Bicycle"

What you need - paper, pencil.

"Hey...look at this!" exclaimed Burt.

Burt had been leafing through the for-sale ads in the daily newspaper looking for an interesting bargain. He had just found one that was advertising a bicycle and he wanted his dad to have a look at it.

"Look at what?" asked his dad.

"This ad...selling a bike," answered Burt.

This is what Burt's dad read...

> For Sale:
>
> One blue bicycle.
> It has new handle grips and a battery-powered headlight.
>
> It can be purchased for $25.00.
>
> Call 249-1623 after 4 P.M.

"Gee...it sounds great! Doesn't it, Dad?" said Burt. "And only $25.00!"

"Now just a minute," cautioned his dad. "The price may sound good...but what has the ad actually told you about the bike?"

Burt looked rather puzzled. "Well," he said, "I know that the bike is blue, it has new handle grips, and it has a battery-powered headlight."

"That's right," said his dad. "But what about the important things. What about the kind of a bike it is? The size? The age? The condition it is in? Why...it doesn't even tell you whether it's a boy's or girl's bicycle."

"I guess it really doesn't tell me very much, does it?" said Burt.

"No...it doesn't," returned his dad. "You keep looking through the newspaper until you find several ads about bicycles. Then decide which one seems like the best deal to you."

The following are the bicycle ads that Burt found. Read them over and decide which one gives you the most important information about the bicycle.

A

Bicycle for Sale

It's a beauty!

In good condition.

You will like the handle-bar speed-o-meter.

$32.00

Call 862-9142

B

For Sale

A red Schwinn bicycle.

Safety reflectors are an added feature.

Only $19.00

Call 941-0012

C

A Casper bike for sale

Built for boys, it is in good condition and only two years old.

Price is $35.00

Call 142-9286

Follow Up:

Try writing some for-sale ads yourself. Include as much information as you can and make the reader want to buy it. Here are some fun things to try writing "for-sale ads" for. The first one has already been done to give you a head start!

For Sale...

One herd of elephants.

This herd is 27 elephants large. All are gray in color. Nice large flappy ears...two per elephant!

Be the first on your street to own a fine elephant herd.

Not recommended for people living in apartments.

Call 479-1862

Try these:

stagecoach	streetcar
pair of camels	ferris wheel
50-year-old tugboat	surfboard
flea circus	tepee

Self-Check:

C

NAME _____

7. Most advertisements ask you to buy something. If you are interested in the product, you should read the ad carefully. Does it tell you everything you need to know about the product?

If you wanted to buy some comic books, which of these ads would give you enough information?

Three comics for only $1.00. Send your money today. You'll enjoy each one. You'll be glad you got them.

Three 50-page comics for only $1.00. The newest King Ape Comic, Superlady Comic, and Mars Man. Mail today.

If you picked the second ad, you are a wise shopper. It tells you what you'll get as well as the titles of the comics, their length, and their price.

Read each advertisement below and imagine that you want the product. Which ads give you enough information? Which ones do not? Write E for "Enough Information" or N for "Not Enough Information" in the blank next to each advertisement.

1. Felt-tip pens - 3 for $1.00! Red, blue, and green. Get yours today. _____
2. Why pay more? Buy your film from us. You'll be glad you did. _____
3. Come to the Mapleford Hotel's Friday Night Fish Fry. Every Friday - all the fish, coleslaw, and french fries you can eat - only $2.00! _____
4. Four records for $3.98. Special selections. You'll like them. Send today. _____
5. For a short time only, three King-Size Milk Chocolate Crunch Bars for 25¢ The best buy in the best-tasting candy. _____
6. Our bikes are the best in town. Wide selection. Buy from us. _____
7. Send a dollar and we'll send you a surprise. You won't be sorry. _____
8. Join the Youth World Book Club. Just say yes on the card and sign it. Then you're a member. _____

ON YOUR OWN

Collect several advertisements that do not give enough information. Ask a friend to collect advertisements that do give enough information. Find your ads in newspapers and magazines. Work with your friend to display both sets of ads in some interesting form, such as a mobile or a standing sculpture.

Or, scramble the two sets of advertisements. Then see how quickly other classmates can put them into the two original groups.

VIII. Additional Propaganda Techniques

A. Repetition

A statement, which if repeated and heard often enough, becomes the accepted truth.

B. Snob Appeal

An appeal to buy or do so you can be part of an exclusive group.

C. Implying a cause-and-effect relationship.

The presentation of unrelated facts side by side, implying an unwarranted conclusion.

Examples:

1. "Last year the sale of milk increased by 12%. During the same year the cases of heart diseases reported by the hospitals dropped 7%. Drink more milk to keep well."
   (The statement does not actually say that drinking more milk helped to prevent heart diseases, though such a conclusion might easily be drawn when these unrelated facts are presented side by side. However, there is no evidence that these two events are related at all except that they occur at the same time.)
2. "A war started during the administration of President X. At the following election campaign the opposing political party charged the President with responsibility for the war."
   (This is another case of assuming a relationship between two events, the President's election and the war that followed, although no such relationship may have existed. The actual cause may have been the act of a foreign country.)

D. Visual Gimmicks

Used in magazines and newspapers when unimportant facts are put in small print, e.g. GENUINE artificial LEATHER BAG! Television commercials through color highlighting use of stars, lines, and other visual marks, emphasize what the advertiser wants the viewer to primarily focus on.

E. Slogans

Used when an immediate emotional appeal is desired. Slogans can influence the public more rapidly than logic, and can be powerful in either honest or deceptive propaganda.

Examples:

1. Students need to be alerted to the methods advertisers and others use in contending for money through the written word. The following list of slogans and emotional terms was gathered within a few moments from a single newspaper. Students need to analyze such

terms to determine their degree of truth.

"problem" perspiration solved
Save up to 50 percent
Super Buys!
Tremendous Values
Prestige Location
First Time Ever at this Low, Low Price
Think Young
Buy Direct and Save $$$$
Bankruptcy
Volume Prices!
We Need Your Car!

2. For example, America and England were often disgusted and embittered by Russia's continued stubbornness and refusal to agree to anything even after lengthy conferences. Some statesmen cautioned us, however, that breaking off the talks might lead to war. As long as we could continue conferring, war was at least being postponed. To make this point to impatient critics, Churchill coined the slogan: "Better to jaw, jaw than war, war." The slogan was effective in silencing many critics.

   When our President was urging Congress to reduce our tariffs and allow easier trading to and from Europe, he warned about the danger of our losing trade if we refused to reduce the import taxes. To make the point, he declared: "We now stand at a great divide. We must either trade or fade. We must either go forward or go backward." It seemed easier for most people to feel the force of the slogans than to recognize the merits or demerits of the plan. Slogans can be powerful in either honest or deceptive propaganda.

3. Slogan activities:
   a. Make a list of slogans found in TV commercials, magazines, and the newspaper.
   b. Write slogans for use in the classroom, such as:

      "Work rather than be a jerk!"
      "Read when in need!"

NOTE: HOPEFULLY, THE STUDENT IS NOW AWARE THAT MORE THAN ONE PROPAGANDA TECHNIQUE MAY BE USED AT ONE TIME. FROM THIS POINT FORWARD IN THE PROCEDURE, IT IS ASSUMED THAT STUDENTS WILL REALIZE THEY ARE DEALING WITH OVERLAPPING OF VARIOUS PROPAGANDA TECHNIQUES, RATHER THAN THE "PURE FORM" AS HAS BEEN PRESENTED IN THE PREVIOUS MATERIAL.

V. Ask the class to watch a favorite television commercial or listen to other media to analyze its appeal and identify the propaganda technique used.

A. "Be Careful of Television"

What you need - paper, pencil.

Advertisements on television are filled with propaganda. In fact, we see and hear so much of it that sometimes we don't realize that it is propaganda. Actually there are several different kinds of propaganda. For instance...here are listed six kinds of propaganda that you often see on television. Be sure to read the example after each one.

common folks --- "Senator Hayes rose from the ranks of the common laborer."

bandwagon --- "More people use Cleano Shampoo than any other brand of shampoo."

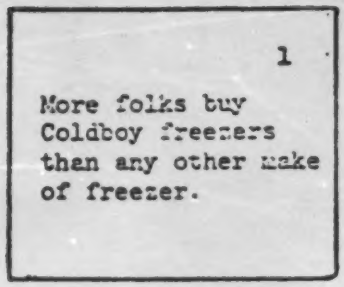
repetition --- "Yummie Candy Bars are good, good, good, good!"

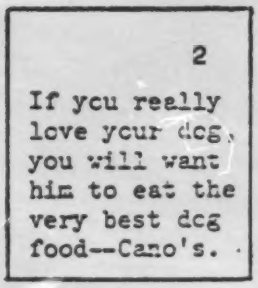
testimonial --- "Joe Harris, the football star, shaves only with Double-Dare Shavers."

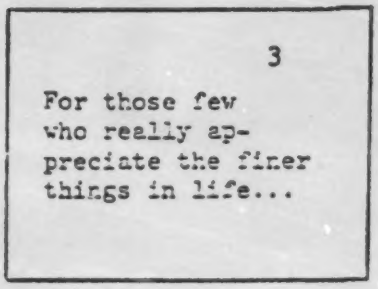
snob appeal --- "For those who aren't satisfied with just the average soft drink."

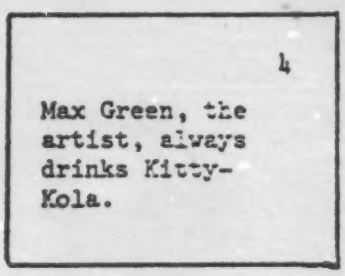
emotional words --- "The truly American car."

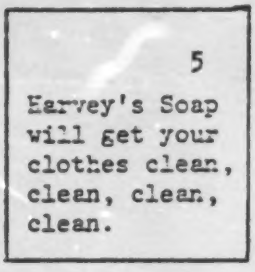
You've heard these kinds of propaganda techniques on television many times. Let's see how good you are at finding them in the following TV commercials. Below, on each television screen, is part of a commercial. You are to decide what type of propaganda technique is being used in each one. Once you have decided, write the name of the propaganda technique on a sheet of paper. Be sure to circle the letter in each word that is circled in the propaganda techniques listed above. If you are correct and stay in the right order, the circled letters will spell the name of a product that is often advertised on television.

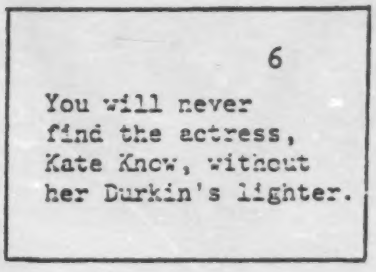


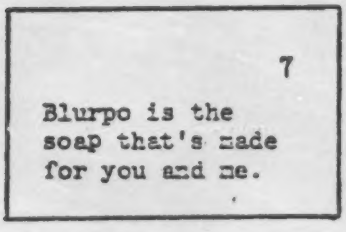












Self-Check:

(1)	bandwagon	A
(2)	emotional words	S
(3)	snob appeal	P
(4)	testimonial	I
(5)	repetition	R
(6)	testimonial	I
(7)	common folk	N

B. Instruct students to watch a television commercial, distributing a worksheet such as the following as a guide for ciritical analysis.

1. Analyze the appeal of the commercial.
2. Identify the propaganda techniques used.
3. Revise the commercial to give it a more honest appeal.

C. Students may also wish to gather information on the number, length, and type of commercials shown on Saturday morning television. Careful notes of the commercials could be taken to permit careful analysis and evaluation.

Charts and tables summarizing the findings could be developed and the results publicized in articles written for the local paper. Letters could be written to sponsors with suggestions for improving their commercials.

VI. Each student may bring in his own ad, regarding any product ad or want ad, and tell the trick or tricks they think have been used in each one.

A. The student may point out the images within a photo that tend to leave a false image in the mind of the viewer. Some examples may be:

1. Man smoking a cigarette will appear masculine.
2. If you drink diet Coke, you will automatically become thin!

B. The student may point out the words or phrases used in the ad to emit a certain feeling about a product or item.

C. The student may point out the size of the print and its relationship as to what the propagandist is trying to promote in the ad.

D. The student may clip ten advertisements from current magazines. Analyze them with reference to the interest served; appeals made (negative or positive); assumptions stated or implied in the advertisements.

E. The student may find about a dozen magazine advertisements and cut them out of the magazine. Group them together according to the kinds of propaganda used.

VII. Propaganda techniques may be further extended by presenting clippings of text (without pictures), editorials, political speeches, headlines, or titles representing the different tricks; and have the students decide which trick or tricks are used and write the appropriate name or names above each sample.

A. The teacher may present clippings of text (without pictures), headlines, titles from newspapers, magazines, or editorials and discuss and evaluate the propaganda techniques used. Some criteria for evaluating propaganda may be:

1. Why did the propagandist write this?
2. Who is he?

3. Whom is he serving?
4. What was his background for writing it?
5. How current is the information presented?
6. Was he accurate, fair, or biased?
7. Did he omit important facts?
8. Where is the fallacy in his reasoning?
9. To what human interests, desires, emotions does he appeal?
10. What technique does he use?
11. Were his conclusions warranted by the facts he presented?
12. Are you or are you not going to permit yourself to be influenced through the tactics of this propagandist?

B. Several articles concerning a current problem or issue may be brought to class. Show these on the opaque or overhead projector and have the class evaluate them in terms of the propaganda techniques used.

C. Accounts of a political speech appearing in newspapers with opposing political views may be brought to the class. Make a comparison of these views and note the words and phrases the propagandist has used, as well as the propaganda trick used, to get across a certain point.

D. In-depth reading of pictures and editorial cartoons can stimulate discussion and debate in determining why a cartoonist expressed himself in this way. As cartoons are collected for the classroom, the overhead projector can be used to show them to the total class. To better understand editorial cartoons students should collect and learn the symbols representing different ideologies and/or countries, such as the following:

Dove	Peace
Elephant	Republican Party
Donkey	Democratic Party
Uncle Sam	United States
Hammer and Sickle	Russia or Communism

E. Collecting newspapers while on vacation is a good activity for students. A great deal of comparing and contrasting can be done with the newspaper after students have collected papers from around a geographic area. Students may also send for papers from a number of cities, all published on the same day, and note interesting comparisons. The following list will give students a start on items they can study and compare in different areas:

weather conditions	mountains	mining products
industries	lakes	rivers
farm products	valleys	sports
animals	cultural interests	school activities

F. Editorials, especially, need to be read critically because they influence and mold public opinion. With various colors of crayon or felt pens, students can underline the problem, assumptions, opinions, facts, and conclusions of the editorial.

G. The class may do the activity entitled, "Which Side Are You On?"

1. They will need a paper and pencil.
2. Read the following articles in which the author has been biased in favor of someone or something and see if you can determine who or what he favors.

a. FALCONS DEFEAT BULLDOGS

The Bulldogs played excellent football yesterday against the Falcons. Even though they were up against a much larger team, they stood their ground. The Falcons made their touchdowns only after much effort. The Bulldogs continued their fine tradition of good sportsmanship and held the Falcons to a narrow twelve-point lead.

b. SPELLING BEE CONTEST

Hugh Brown, a sixth grade student from Mt. McKinley School, won the city-wide spelling contest yesterday afternoon. Mike Blaze, another sixth grade student from the same school, narrowly missed taking the honors away from the Brown boy. He went down on a very difficult word that would have given most adults trouble.

c. BLUE ARMY GETS GREEN CITY

The Blue Army suffered many casualties in their takeover of Green City. The Green Army fought hard before they moved back to previously planned positions. The Green Army is now in a much better position to halt further advances that the Blue Army might try.

Answers:

a. Bulldog Team
b. Mike Blaze
c. Green Army

H. After reading the following short experiences, the class may write two decisions about each experience.

1. The wrong conclusion or action toward which the experience leads.
2. Which propaganda technique is used by the speaker.

(The experiences are as follows:)

a. "Did you think he was a good speaker? He's glib, that's what he really is."
(He is only glib! (name calling))

b. "I'm surprised you call Nora a very patient girl. She's merely stubborn, so stubborn that she never gives up anything she gets started on."
(Nora is merely stubborn: (name calling))

c. "I can't understand why they don't jail that little thief. Just because he's young, they call him a delinquent and treat him gently. But he stole, didn't he? And thieves are criminals, and criminals are sent to jail. Why not send him, too?"
(No matter how old he is, a thief is a criminal: (name calling))

I. Laminate clippings of text (without pictures), editorials, political speeches, cartoons, headlines, and titles that have been collected throughout this step. The class may decide which trick or tricks are used and write the appropriate name or names above each sample.

VIII. The class may realize through the use of various creative techniques that propaganda affects every aspect of their life - good or bad - particularly in the commercial, political, and economic areas.

Background: Students should understand such elementary facts as the following: propaganda plays a role of enormous importance in the lives of all of us. There are many of these propagandas; our nation and the world around with them and with their conflict. They come from organized groups or representatives of organized groups. They touch every aspect of our lives. Chiefly, they are commercial, political, religious, and economic. They often determine the brand of toothpaste we use, the kind of clothes we wear, what we think about the president's policies, the election of a councilman for our city, war in the Middle East, or an international crisis in Europe.

A. Activities which may help to extend this concept include the following:

1. Individual students or small groups may write a skit or story satirizing one day in the life of a person who responds to all of the propaganda with which he or she comes into contact.
2. A local merchant who advertises on television or in the newspaper could be invited to talk with students about how ads are created, why advertising is necessary, and the cost of advertising.
3. Make an analysis of newspapers as the product of human beings and subject to various pressures. Show how the interaction of these pressures determine the nature of any particular newspaper. In making this analysis, consider such factors and forces as:

a. Why does a man or a group publish a newspaper?
b. How do readers help to determine the nature of a newspaper?
c. Consider the influence of reports and editors upon newspapers.
d. Consider the influence of advertisers and advertising contracts upon the newspaper.
e. Attempt to discover the interests and prejudices of men who publish a specific newspaper.
f. Watch the editorial policy of your paper to see whether it may not be reflected in the news columns to an unwarranted extent.

4. Study current cartoons. To what technique does the cartoon owe its effectiveness? Find examples of cartoon propaganda for and against certain programs, certain proposals, certain purposes. Point out how predetermined effects are achieved by cartoons.
5. The class may enjoy the following activity, entitled "The Sports Announcer". They will need paper and pencil. The teacher may duplicate or orally read several comments made by different sportscasters. Students are to decide which contestant or team the sportscaster favors by the manner in which he or she talks. Write the correct answer on a sheet of paper. Be sure to circle all the letters that are circled on the paper, or blackboard. If a student is correct the circled letters will spell the name of a sport.

Introduction:

"Here he comes, folks," called the sports announcer. "It's the Mad Dog at his worst. Just look at him coming into the ring. Why, he looks mean enough to kick his grandmother...! In the other corner of the ring is the clean-cut king of wrestling, Mr. Cool. The referee is attempting to explain the rules to the two wrestlers. Mr. Cool is listening intently but Mad Dog is just sneering. You can almost see Mad Dog thinking of rotten things to do to his opponent. Mr. Cool is going to have to keep his guard up against the sneaky ways of "Mad Dog".

Now just which wrestler do you suppose the sports announcer favors? Sure...it's rather obvious from his comments that he favors Mr. Cool! But not all sportscasters make it so obvious.

Paragraphs:

a. "The Chamterville Champs are now running onto the field for their pre-game warm-up. You will recall that they have not lost a game this season. Oh...here come the mighty Bigley Bulldogs. Just look at the size of these players!"

Which does the announcer favor?

Chamterville Champs (or) Bigley Bulldogs

b. "Well...it certainly has been an exciting game. It was a pleasure to watch the Dayton Devils crush the front-ranking Nelsontown Trojans."

Which does the announcer favor?

Dayton Devils (or) Nelsontown Trojans

c. "Herb Howel has just slammed through another strike in the bowling alley. It's all Hank Harvey can do to keep close to Herb's fine performance."

Which does the announcer favor?

Herb Howel (or) Hank Harvey

d. "The Smithville Steamers have moved ahead in this third quarter. Through no fault of their own, the Canton Lions had several tough breaks in the first half of the game. Coach Blake of the Lions is now talking with his team. Maybe he can encourage them to play their usual fine style of ball."

Which does the announcer favor?

Smithville Steamers (or) Canton Lions

e. "Billy the Kid is down for the count. Ladies and gentlemen... I wish you could have seen the kid being savagely attacked by Rick the Ripper."

Which does the announcer favor?

Billy the Kid (or) Rick the Ripper

f. "The Giants have the puck again and are racing down the rink into the Bobcats' territory. It looks like the Bobcats have been overwhelmed by the expert teamwork of the Giants."

Which does the announcer favor?

Giants (or) Bobcats

g. "The referees are still trying to break up the fist fight between the Eagles and the Panthers. It's too bad that Coach Williams of the Panthers can't teach his players to control their tempers better than they do!"

Which does the announcer favor?

Eagles (or) Panthers

Follow Up:

Now...try your own hand at being a sportscaster. Below are two situations. Try writing a short "script" of what you would say over the radio if you were actually announcing the game!

Situation Number One:

A football game between the Landon Lions and the Honda Warriors. As sports announcer...you favor the Warriors.

Situation Number Two:

A baseball game between the Bedford Bobcats and the Allentown Arrows. It is half-time and the Bobcats are ahead 42 to 21. As sportscaster... you favor the Arrows. Write it a second time...this time you favor the Bobcats.

Self-Check:

B Bigley Bulldogs
O Dayton Devils
W Herb Howel
L Canton Lions
I Billy the Kid
N Giants
G Eagles

6. Students should discuss some positive aspects of propaganda. (Community interests which may involve extension of public health or civic improvements, religious interests through campaigns for church subscriptions, active legislative lobbies for certain kinds of legislation, and so on.)
7. Students may consult any city telephone directory to find names of organized groups whose interests are served by propaganda. This may include charity, legal reforms, recreational, occupational, linguistic, and so on.)
8. As a culminating activity, individual students or small groups may create their own skits, using an actual or invented commercial or political speech to demonstrate the positive and negative use of propaganda. Scenery, props, costumes and background music may be included.

MATERIALS TO DEVELOP B - 2

Basal Textbooks: Laidlaw, OCEANS AND ORBITS,
"Sea Fever", pp. 40, 42,
"Sierra Night", pp. 134-150.
(Experience with this lesson will enable each pupil to write a newspaper account based on story information.)

Workbook: Economy, THOUGHTVAULT, pp. 6, 62, 63, 66, 107-108, 119, 121-123, 130, 137-138, 148 (½), 153-155, 171, 172, 193, (½), 198 (½), 213.
Cambridge, READING AND ACHIEVING, pp. 103, 104.

Worksheets: Practice in Critical Reading, Book A, pp. 14, 15, 16, 17, 18.
Taskmaster 7^2 19, 21, 22.

Optional: Mad Magazine

B. 3

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OBJECTIVE B - 3

Given two or more resources, the student will evaluate the material by verifying information, finding contradictions, and making comparison of sources to support a given point of view.

PURPOSE

The students of today are faced with the dilemma of "researching" and "reporting", whether it be to their parents, school, or friends. Therefore, it is important that they have a method for evaluating the material they encounter. They must know how to locate pertinent material; to take concise, meaningful notes; to evaluate information and to weigh evidence; to document findings so they are useful to others; and to synthesize information from many sources into an organized and original presentation.

Critical reading involves examining written or spoken materials in the light of related objective evidence, comparing them with some standard, criterion, or consensus, arriving at a conclusion, and acting upon the judgment made. It is the purpose of this unit to prepare our students for the writing of a research project, whether it be written or oral.

METHOD

Students will have an opportunity to apply their evaluation skills when reading two or more resources as they complete a research project. During the first part of the unit they will develop criteria by which to judge and evaluate their sources of information. In addition, they will be involved in preliminary instruction of notetaking, outlining and comparative reading. It is assumed the students have had a good background in the use of reference materials, so this will only be a review at the beginning of the unit.

An outline of the method is as follows:

I. Students will briefly review the use of the card catalogue and other reference materials.

II. Students will learn the correct form to use when preparing a working bibliography.

III. Students will develop criteria by which to judge and evaluate their sources of information.

IV. Students will learn how to take effective, useable notes for study or research purposes.

V. Students will learn the construction of a good outline in preparation for writing a report.

VI. Students will learn how to combine their notes from various reference readings.

VII. Students will compare and evaluate two or more sources of information, using criteria suggested in Section III.

VIII. Students will apply the skills of location, evaluation, documentation, and synthesizing of information through involvement in the writing of a research paper.

Use of Reference Materials

PROCEDURE

I. Students will briefly review the use of the card catalogue and other reference materials.

NOTE: THIS STEP WILL NOT BE DISCUSSED IN DEPTH, BECAUSE IT IS ASSUMED STUDENTS WILL HAVE EXPERTISE IN LOCATING INFORMATION THROUGH SKILL TAUGHT BY THE LIBRARIANS.

A. Discuss with students the ultimate goal of this unit, which is to write a research paper using several sources. In the process they will be making comparisons of sources, finding possible contradictions in their search to support a given point of view.

B. Card catalogue skills: Knowledge of the three kinds of cards (subject, title, author) found in the card catalogue is important to students for pursuing their regular classroom assignments and their own recreational interests. (Samples of card catalogue cards at end of unit.)

1. Four teaching strategies are printed in worksheet form, so they can be duplicated. The explanation and answers for each teaching strategy are listed below. The worksheets are on the following pages.

Teaching Strategy 1:

The student will learn to identify an author card from the card catalog. This is a practice exercise. Answers: 1. the author's name, 2. under the author's name, 3. author, 4. E.B., 5. No, 6. Charlotte's Web.

Teaching Strategy 2:

The student will learn to identify the title card of the card catalog. This is a practice exercise. Answers: 1. above the author's name and below it, 2. yes, 3. the title of the book, 4. under the letter G in the card catalog.

Teaching Strategy 3:

This is a review of the three kinds of card catalog cards. The student should answer 5 of the 6 questions correctly. Answers: 1. L, 2. Patricia Lauber, 3. STARS, 4. the same book, 5. The Look-It-Up Book of Stars and Planets, 6. subject card, author card, and title card.

W

Card Catalog Skills: Strategy 1

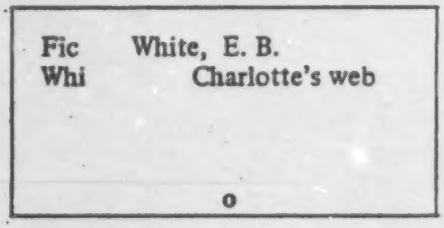
Name _____ Date _____

A card catalog is an index to all the books in that library. There are three types of cards in a card catalog: author cards, title cards, and subject cards. All the books have a title card and an author card. Some books have a subject card as well. You can locate books if you know the author's name, or the title of the book, or when books on a particular subject are needed.

All three kinds of cards are written like the author card, but the other two each have one thing added that is different.

This is an author card for the author E. B. White, and it would be alphabetized in the card catalog under the letter W.

Use this card to answer the questions below.



1. What information is given on the top line of an author card?

_____

2. Where is the title of the book written? _____

_____

3. If you looked up this card in the W drawer of the card catalog, would you be looking for the book or the author?

_____

4. What is the author's name? _____

5. Is anything written above the author's name? _____

6. What is the title of this book? _____

Card Catalog Skills: Strategy 2

Name _____ **Date** _____

The title card of the card catalog is just like the author card except that it has the title written again above the author's name. The title card has the book title written twice: once above the author's name and again directly below the author's name.

Here is an example of a title card. It would be alphabetized under the letter C in the card catalog. Answer the questions below by studying the card.

	Charlotte's Web
Fic	White, E. B.
Whi	Charlotte's web

1. In what two places is the title of a book written? _____

_____

2. Is the author's name written on this title card? _____

3. What is written on the top line? _____

4. Where and under what letter would you look if you had heard of a book called Gary and the Very Terrible Monster, and you wanted to find out who wrote it?

_____

Card Catalog Skills: Strategy 3

The subject card is one you might use if you wanted to find a book on a particular subject. Subject means what the book is about, such as DOGS or CLOUDS. The subject card is just like the author card, except that the subject of the book is written above the author's name, and it is written in all capital letters.

Here is an example of a subject card. It would be alphabetized under the letter P. Answer the questions below.

	PIGS - STORIES
Fic	White, E. B.
Whi	Charlotte's web

1. Is the title of the book written on the subject card? _____

2. Where is the title written? _____

3. What is the subject of this book? _____

4. How is the subject written differently than the title or the author?

_____

Card Catalog Skills: Strategy 3

Name _____ Date _____

Here are the three kinds of card catalog cards: subject, author, and title. Study them and answer the questions below.

Card A

STARS
523 Lauber, Patricia
Lau The look-it-up book of stars and planets

o

Card B

523 Lauber, Patricia
Lau The look-it-up book of stars and planets

o

Card C

The Look-It-Up Book of Stars and Planets
523 Lauber, Patricia
Lau The look-it-up book of stars and planets

o

1. Under what letter would you look to find Card B? _____

2. What is the author's name? _____

3. What is this book about? _____

4. Are these three card catalog cards about the same book or different books?

_____

5. What is the title of this book? _____

_____

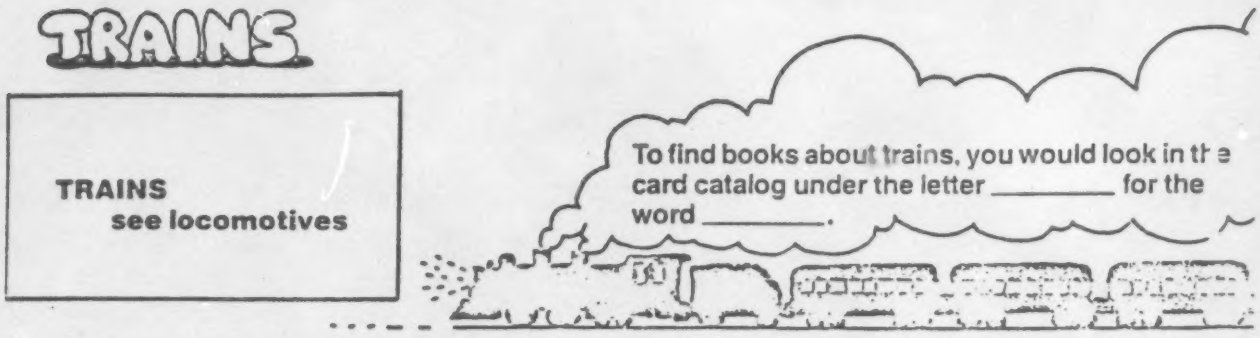
6. Tell what kind of card catalog card each card above is?

Card A: _____ card.

Card B: _____ card.

Card C: _____ card.

2. The teacher may locate discarded card catalog cards from the librarian and have students group them into piles, as to whether they are subject, title, or author cards.
3. Students may do the following as written or oral activity.


TRAINS
TRAINS
see locomotives
To find books about trains, you would look in the card catalog under the letter _____ for the word _____.

1. To find a book written by Ms. Marybell Writer listed in the card catalog, you would look for:
   a. subject card
   b. author card
   c. title card

2. The card would be under the letter:
   a. "A" for author
   b. "W" for Writer
   c. "M" for Marybell

3. To find information about Ms. Writer, who is currently living in New York City, you would look in:
   a. *Popular Science Encyclopedia*
   b. *Current Biography*
   c. *Bartlett's Familiar Quotations*
   d. *Dictionary of American Biography*

Answers: 1. b; 2. b; 3. b.

B. Encyclopedia: This is a reference book which one cousults for specific information rather than read straight through for pleasure. The volumes are arranged alphabetically. All of the A entries such as Albany, armadillo, Asia, are in one volume in alphabetical order. A volume can contain only part of the entries beginning with that letter in a volume such as C-Ch. Volume D would contain all the entries beginning with D. Volume E-G would contain all the entries beginning with the letter e, f and g.

1. Three teaching strategies are printed in student form so they can be duplicated. The explanation and answers for each strategy are listed below.

   Teaching Strategy 1:

   The student will learn what type of information is found in an encyclopedia. Answers: 1. yes, 2. yes, 3. no, 4. yes, 5. no, 6. yes, 7. yes, 8. no, 9. yes, 10. no, 11. yes, 12. yes, 13. yes, 14. yes, 15. no.

   Teaching Strategy 2:

   The student will learn what the letters and numbers on the volumes of the encyclopedia mean. They will also learn how to decide in which volume to look up a topic. Answers: 1. R-S 12, 2. M 9, 3. Ci-D 3, 4. C-Ch 2, 5. X-Y-Z 15, 6. H-I 6, 7. V-W 14, 8. P-Q 11, 9. M 9, 10. V-W 14.

   Teaching Strategy 3:

   This is a review of what the student learned in the first two strategies and an exercise in putting that knowledge to use. The student should answer 6 of the 8 questions correctly. Answers: 1. P, 2. C, 3. A, 4. T or F, 5. R or I, 6. P, 7. M, 8. S.

2. Encyclopedia Scavenger Hunt

   a. Two individuals or two teams can take the list and hunt for the items listed below. The first individual or team to collect all items is considered the winner. The teacher can make more lists for other scavenger hunts.

   b. Make two lists of the following items:

      Picture of a full-rigged sailing ship.
      Name of the world's highest waterfall.
      Name of the main food of penguins.
      Greek name for the letter K.
      Picture of a Tsetse fly.
      Number of nations in the United Nations.
      Symbol for the element, carbon.
      Name of the state bird of Wisconsin.

W

Use of The Encyclopedia: Strategy 1

Name _____ Date _____

An encyclopedia is a set of books, or volumes, containing facts or information about persons, places, things, or events. The entry words are usually arranged in alphabetic order, as in a dictionary. You would not find information on this year's occurrences or the meanings or pronunciation of words.

Use the definition of an encyclopedia above to help you. Try to decide which of these subjects or words you could find information about in an encyclopedia. Write yes or no in the blank beside the word.

1. money _____
2. Denver _____
3. has _____
4. Ben Franklin _____
5. your teacher _____
6. dogs _____
7. Japan _____
8. happy _____
9. metals _____
10. beautiful _____
11. Labor Day _____
12. oceans _____
13. electric motors _____
14. air _____
15. afternoon _____

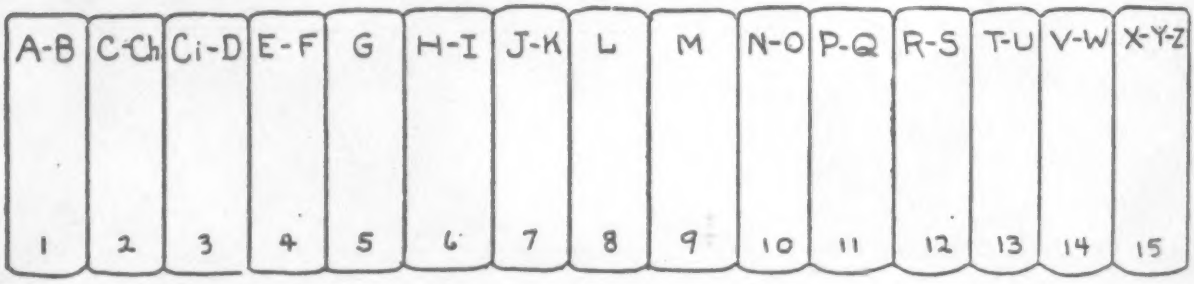
Use of the Encyclopedia: Strategy 2

Name _____ **Date** _____

The volumes or books of a set of encyclopedias are given both a letter or letters and a number. Some sets call these volumes by the letter. Other sets use the numbers.

When a volume of an encyclopedia has more than one letter on it, it means that all words beginning with any of those letters will be found in that particular book.

When a volume has letters like C-Ch on it, that means all words beginning with C up to and including Ch will be in that book. Words beginning Ci through the end of the C's will be in the next volume.



Study this typical set of encyclopedias above, and decide in which volume you would look for these words or subjects. Write both the letters of the volume and the number.

Subject	Volume Letter	Volume Number
1. salmon	_____	_____
2. Mexico	_____	_____
3. Civil War	_____	_____
4. Christmas	_____	_____
5. Yellowstone Park	_____	_____
6. Indians	_____	_____
7. vacuum cleaner	_____	_____
8. pioneers	_____	_____
9. Mississippi	_____	_____
10. watermelon	_____	_____

Use of the Encyclopedia: Strategy 3

Name _____ Date _____

Review what you have learned. An encyclopedia is a set of books that gives facts about famous persons, places, things, or events. The volumes are arranged alphabetically. All of the A entries such as Albany, armadillo, Asia, are in one volume in alphabetical order. A volume can contain only part of the entries beginning with that letter such as Volume C-Ch. Volume D would contain all the entries beginning with D. Volume E-G would contain all the entries beginning with the letter E, the letter F, and the letter G.

Read the questions below and decide which word in the question you would look up to answer the question. Write the volume letter under which you would find the answer. Do not write the answer.

1. What is the nickname of Philadelphia, Pennsylvania? _____
2. On what continent is Cape Horn located? _____
3. Which state produces (grows) the most alfalfa? _____
4. What does the flag of Tunisia look like? _____
5. What river runs through the city of Rome, Italy? _____
6. Near what city are the Plains of Abraham? _____
7. What mountains cover most of the country of Morocco? _____
8. What plays did William Shakespeare write? _____

W

Review: Strategy 4

Name _____ Date _____

You should now know what type of information you will find in an encyclopedia and how to go about finding the information you want.

If a subject below would not be found in an encyclopedia; write No on the blank. If it could be found in an encyclopedia, write Yes and give the volume letter in which you would look to find it.

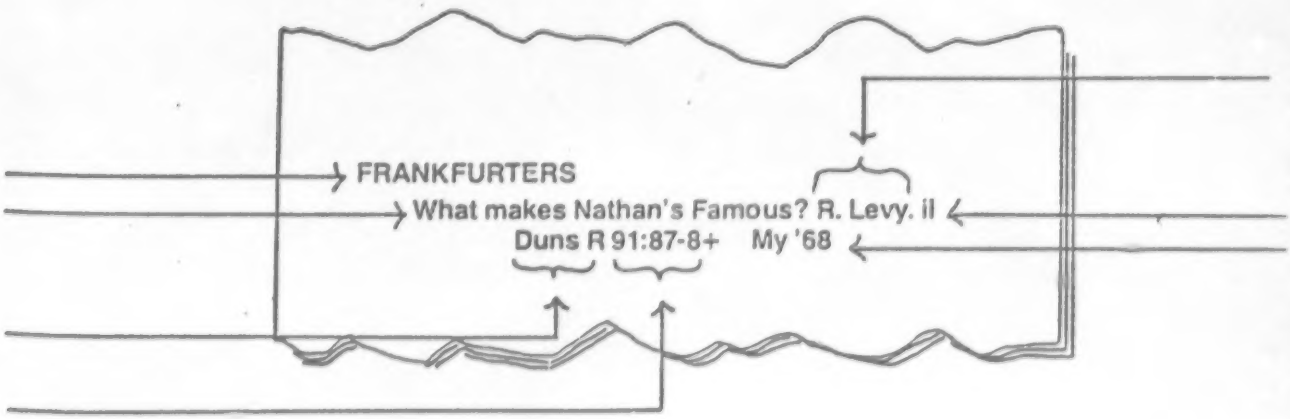
Subject	In Encyclopedia	Volume
1. Famous movies	_____	_____
2. The pronunciation of "beautify"	_____	_____
3. The money of Germany	_____	_____
4. Winner of this year's World Series	_____	_____
5. Battle of the Bulge	_____	_____
6. Early days in railroading	_____	_____
7. Life of Thomas Edison	_____	_____
8. What part of speech is "slowly"?	_____	_____

C. Readers Guide to Periodical Literature: This index of important non-technical magazines is issued regularly throughout the year, and cumulated at intervals until it becomes a complete annual volume. The list of periodicals varies from volume to volume, so students must be sure to check the list included in the volume they are using.

It is especially helpful as it indexes magazine articles by author, title, and subject, uses catalog subject headings, and describes each entry.

To effectively use an index, students must learn a minimum of three things:

1. The kinds of information each index contains.
2. How to discover the arrangement of an index.
3. How to interpret the abbreviations used in an index.
   a. Students may write the correct titles beside the entry from the Readers Guide. (author, magazine title, subject, date of magazine, article title, volume and page numbers, illustrated)



   b. Students must match the guide abbreviations with the complete word.

____ Sports Illus	a. *National Geographic*
____ Il	b. June 29, 1976
____ Nat Geog	c. volume 44; pages 277 to 280
____ My '76	d. *Natural History*
____ Je 29 '76	e. *Sports Illustrated*
____ Sat R	f. *Saturday Evening Post*
____ 44: 277-80	g. illustrated
____ Natur Hist	h. *Saturday Review Magazine*
____ Sat Eve Post	i. May, 1976

D. Reinforcement exercise using multiple sources.

One or more of the following activities may be given the class to help them better utilize a library's resources for research. Their answers will vary.

1. Use the Dewey Decimal System to help you find books about China.
   a. Locate a book about transportation in China, and give its call number. _____
   b. Locate a book about world geography. Does it tell about China? _____
   c. What is the call number for a book of Chinese poems? _____
   d. Locate and list the call number for a book about Chinese music. _____
2. Use the card catalog to help you find the following:
   a. Give the name of a book about Chinese languages. _____
   b. List the name of a book about China by Pearl Buck. _____
   c. List the name and author of a book about Chinese art. _____
3. Use the Readers' Guide and do this.
   a. Locate a magazine article about China; list the magazine and the author, and tell what the article is about.
   b. Does the Readers' Guide list any articles about fish or fishing in China? _____ If so, tell the name of the magazine, the author, and two facts in the story. _____
4. The following questions may be used to evaluate the library skills of students.
   a. How are the books in your library classified? (Dewey Decimal System)
   b. What would be the number category for a book about folk music? (700-799)
   c. Where would you look to see if your library has a book by Charles Dickens? (card catalog)
   d. Where would you look for encyclopedias and dictionaries? (reference section)
   e. How many kinds of dictionaries does your library have? (answers vary)
   f. What is one of the most common things a library has on microfilm? (newspapers)
   g. List three things that are stored in a vertical file. (pamphlets, pictures, newspaper clippings)

h. List at least five kinds of books you can find in a library. (answers vary)

i. Where would you look if you wanted to find a magazine article on birds? (Readers' Guide)

j. Where would you look to see if your library has a book of jokes? (subject card)

k. List some things you can learn from a card in the card catalog. (Author, title, publisher, illustrations, number of pages, call number, date of publication.)

l. What are periodicals? (magazines and newspapers)

m. How many places in your library can you use for research? (answers vary) Name them.

E. The following subjects and pages are found in Reading and Achieving:

1. Using the library, page 62.
2. Using an atlas, page 63.
3. Using maps, pages 64-65.
4. Using road maps, pages 71-73.
5. Review of maps, page 81.
6. Review: Using the library, pages 82-83.

II. Students will learn the correct form to use when preparing a working bibliography.

NOTE: THE FORM TO BE USED IN MAKING A WORKING BIBLIOGRAPHY WILL BE DISCUSSED AT THIS TIME. STUDENTS MAY WISH TO USE A WORKING BIBLIOGRAPHY IN SECTION VII. THEY SHOULD DEFINITELY USE A WORKING BIBLIOGRAPHY WHEN WRITING THEIR RESEARCH PAPER IN SECTION VIII.

A. A working bibliography will grow and change as students search for information that leads from one source to another.

1. List any sources given in encyclopedia articles you read.
2. Consult indexes such as the card catalog, Readers' Guide, special reference books, vertical file, etc. to find possible sources.

B. To prepare the working bibliography, it is recommended students use the standard size file cards (3 x 5 inches, 4 x 6 inches or 5 x 8 inches), ruled or blank. Cards are easier to organize than a notebook, and when students are ready to write their report they can be arranged in any order. Also, cards that are not used can be discarded without affecting the organization.

C. When students locate a source of information, such as a book, article, pamphlet, record, tape, filmstrip, etc. they should make a complete record of it on a bibliography card. List only one source on a card.

1. For a book, each card should contain the full name of the author, title, and complete publication data: place of publication, the name of the publisher, and the date of publication.
2. For a magazine article, include the name of the author, the title of the article, name of the magazine, date (day or month) of publication, and the pages on which the article appears.

D. The form of the entry used on the working bibliography card should be the same as that to be used in the final bibliography.

E. If a source does not have the information a student wants, he may draw a diagonal line through the card and file it, rather than discarding it. Thus, students will always have a complete record of the sources consulted.

F. Students may wish to number each bibliography card in the upper right hand corner. Use this number on the note card (in place of the author and title) to identify the source of the note.

G. It is helpful to include, perhaps in the lower left hand corner, the call number of the book and library where the information was found. This will make it easy to relocate the material if desired.

H. The form of a working bibliography is given on the following page.

I. Students will have an opportunity to apply this skill when doing comparative readings in Section VII and writing their research paper in Section VIII.

INFORMATION FOR A BIBLIOGRAPHIC ENTRY

It is important to follow the same form throughout a bibliography.

PART OF A BOOK

AUTHOR
TITLE (underlined)
PLACE OF PUBLICATION
PUBLISHER
DATE
PAGES

1. Shippen, Katherine B. A Bridle for Pegasus. New York: Viking, 1951. pp. 28-42.

ENCYCLOPEDIAS

AUTHOR (if given)
TITLE OF ARTICLE (in quotation marks)
NAME OF ENCYCLOPEDIA (underlined)
EDITION (year)
VOLUME
PAGES

1. "Balloon—The First Aircraft of Man," Compton's Pictured Encyclopedia. 1964, vol. 2. pp. 34-42.
2. Piccard, Don. "Balloon," The World Book Encyclopedia. 1964, vol. 2. pp. 39-44.

MAGAZINES

AUTHOR
TITLE OF ARTICLE (in quotation marks)
NAME OF MAGAZINE (underlined)
VOLUME: NUMBER
PAGES
DATE

1. Lewis, C. "Navy Unveils Low-Cost Sounding Rocket," Aviation World. 69:6. pp. 49-51 +, November 3, 1958.

Developing Criteria for Evaluating Sources of Information

III. Students will develop criteria by which to judge and evaluate their sources of information. (This is the focal point of the unit.)

A. Information that has been located must be evaluated, organized and used. Effective evaluation implies objective reading on both sides of a question. It requires also "suspended judgment" until all the facts are known.

NOTE: STUDENTS WILL HAVE AN OPPORTUNITY TO APPLY THIS SKILL IN NOTE-TAKING, OUTLINING, COMPARATIVE READING, AND WHEN WRITING A RESEARCH PAPER.

B. Students should be led to appreise a book in terms of the purposes for which he needs it.

C. Students should look for contradictions made by authors on the subject.

D. When using any reference work, there are a number of things to look for. Students should know <u>what</u> they are using and <u>why</u>.

1. <u>Authority</u>: Who is the author? Does he have a particular point of view? Is he a recognized expert in this field? Is there clear evidence (footnotes, appendixes, notes) of scholarship? If there is no individual author (and sometimes even if there is), who is the publisher? Does this company publish other works of this kind or in this field?

2. <u>Date of Publication</u>: If you are checking a periodical index, make sure you have the volume or issue you want. You won't, for example, find anything on Sputnik I in a magazine or newspaper published before October, 1957 (Sputnik I was launched on October 4, 1957), nor will you be likely to find a reference to the President's 1968 State of the Union message in a guide covering 1971 (it just isn't news anymore). If you are using a book, check the copyright date on the back of the title page - the book won't have information on anything after that date. In some specialized fields, you will need the most recent works available.

3. <u>Edition</u>: Is this a first edition or a revised edition? (Information about the edition will appear on the title page or the copyright page.) If a work has gone through a number of revisions or editions, it is because there has been a demand for it - it has proved reliable and useful to others and should be of use to you.

4. <u>Arrangement</u>: How are the contents arranged? Is there a good index? Can you find what you want with a minimum of trouble?

5. Treatment and Scope: Is this a work meant for scholars or for the general public? Will it serve your purposes? Is the scope of the work clearly indicated (see the title page, preface, or introduction) so that you can tell if it ought to contain what you are looking for? What is not covered?
6. Bibliography: Does the author list the sources used? Does he provide a list of suggested readings that might be of help?
7. Special Features: Are there instructions telling you how to use the work? Is there a list of the abbreviations used? Look especially for limitations to the usefulness of the work.

E. Students may make a class chart listing criteria to be used when they judge and evaluate their sources of information.

F. An additional activity may be: Be A Better Reader I, pages 136-137.

Note-Taking

IV. Students will learn how to take effective, useable notes for study or research purposes.

A. Reasons for taking notes: Notes do not tell a complete story, but taking notes will help students remember the important points. If they are writing a report, (as is the ultimate goal of this unit), their notes will help them form a good plan for their report.

B. Suggestions for note-taking from many sources on one topic.

1. Gather the resource materials. Start with the one that will give you a concise, over-all view of the subject. This may be an encyclopedia article. Read this first.
2. Write the name of the book, authors name and page number on which the information is found on an index card. Be sure to number the source. (Refer to Section II for review details on the working bibliography.)
3. If it is felt the book or article has information on the topic, go back and read it carefully, making notes about the most important points.
4. At the top of the card, write in capital letters a short heading, called a "slug", showing the main head or subhead in your outline to which the note refers.
5. When writing the note, it may be a summary, a paraphrase, a direct quotation, or any one of these combined with personal comments. Use quotations when you need an "expert" witness for something you could not know, or when you want to hold someone accountable for a particular idea or statement. You are <u>plagarizing</u> if you copy someone else's words without putting them in quotation marks and giving the source.
6. Write your note <u>after</u> you have digested what you have read, expecially if it's on a controversial subject.
7. If you put only one item (fact, idea, quotation) on a card, you can arrange, alphabetize, shuffle and combine your notes in any way you want.
8. Grasp any hints to the structure that the author may give, such as <u>first</u>, <u>second</u>, <u>finally</u>. If there is a summary, get it at once.
9. Invent a code of abbreviations useful for your particular subjects as you go along. Use abbreviations for words that reoccur frequently. Use a given abbreviation consistently.
10. Check names, dates, and figures for accuracy.
11. Skim once more, to see if you have missed anything important.

12. Be thorough. It is preferable to take more notes than are needed and discard unnecessary material, than to attempt later to gather more information.

13. Take notes in different ways for different purposes.

a. Paraphrase notes are used most often. (A restatement of a text, passage or work, giving the meaning in another form.)

1) They express the author's exact ideas in simpler working.

2) They cover only brief passages.

b. Some summary notes are useful.

1) They give the "meat" of the whole article or section quickly.

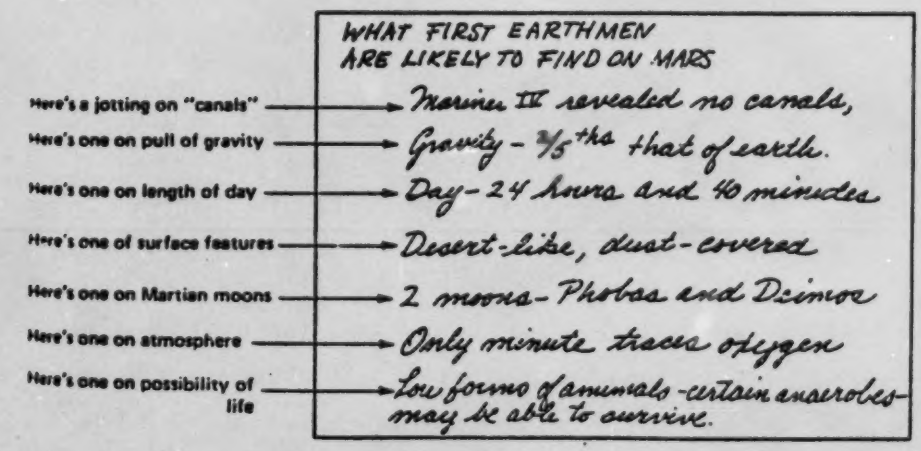
2) They omit all matters not specifically relevant to the subject heading on the card.

c. Quotation notes are taken sparingly.

NOTE: WHEN STUDENTS FIRST START MAKING INDIVIDUAL REPORTS BASED ON NOTES THEY HAVE TAKEN FROM SEVERAL SOURCES, TEACHER GUIDANCE IS PARTICULARLY IMPORTANT. HELP STUDENTS LEARN TO LOCATE MATERIALS QUICKLY, SELECT THE IMPORTANT INFORMATION, AND AVOID THE PITFALLS OF UNINTENTIONAL PLAGIARISM AND FORGETTING TO WRITE DOWN SOURCES.

C. Students will be instructed in how to take topical note cards.

1. Introduce the concept of topical note cards. The teacher may project the following notes on a screen or write them on a blackboard.

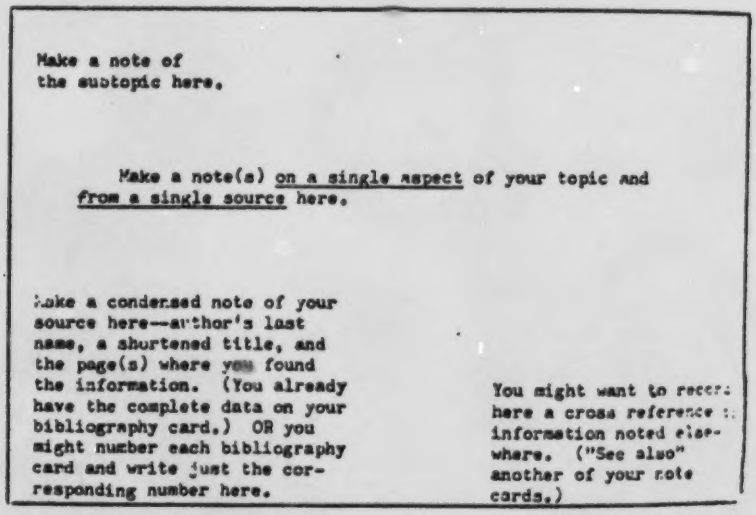

WHAT FIRST EARTHMEN ARE LIKELY TO FIND ON MARS
Here's a jotting on "canals"
Mariner IV revealed no canals,
Here's one on pull of gravity
Gravity - 2/5 that of earth.
Here's one on length of day
Day - 24 hours and 40 minutes
Here's one of surface features
Desert-like, dust-covered
Here's one on Martian moons
2 moons - Phobos and Deimos
Here's one on atmosphere
Only minute traces of oxygen
Here's one on possibility of life
Low forms of animals - certain anaerobes may be able to survive.

This student's notes could hardly be more confused if they had been mixed up with a Mixmaster! Notes on seven different aspects of the Mars problem are jotted on that single card!

Note that you scramble as you take them, as this student has done, must be painfully unscrambled later - at the cost of adding greatly to your research time. Later you must reread and reconsider your notes, one by one, and thoughtfully assign each note to its proper classification.

Instead, why not sort out your notes as you do your reading - reaching for a separate note card whenever you make a note on a new sub-topic? You'll find this a most effective speed device in study.

Project on a screen the topical note cards that follow. Of course the "pattern" cards should be appropriate for the student's purpose, his level of advancement, and the time to be allotted to the project.


Make a note of the subtopic here.
Make a note(s) on a single aspect of your topic and from a single source here.
Make a condensed note of your source here--author's last name, a shortened title, and the page(s) where you found the information. (You already have the complete data on your bibliography card.) OR you might number each bibliography card and write just the corresponding number here.
You might want to record here a cross reference to information noted elsewhere. ("See also" another of your note cards.)

Through your topical note cards, you've saved yourself time, trouble, and bother - simply by sorting out and classifying your notes as you go along!

Sample note cards:

Climate - temperature 1. ← resource number

Colder than earth

At 7 A.M. on equator during Martian summer - -60°F.

At high noon -- higher than 80°F.

optional, if resource no. is given → Gallant, Exploring Planets, p. 66-67

Surface Features - Terrain 4.

Believed to be flat or rolling

Mariner IV revealed cratered surface

Nothing in Mariner IV photos suggests valleys, ocean-basins, continents, may be eroded mountain chains.

Michaux, Handbook of Physical Properities of Mars, p. 115

Students may wish to reorganize the first scrambled notes on Mars on index cards, showing the topic (slug), comments regarding the topic, and resource. (Imaginary resources could be used for this activity.)

2. Discuss the advantages of topical note cards.
   a. If the assignment is a written report, much of the task of organizing is already done. Paragraphing will be much easier.
   b. If an oral report is to be given, students will probably wish to talk from notes. They'll probably recast the notes on cards into an outline. Here again, much of the assembly job is already done.

b. Taking notes from an encyclopedia. Pass to students a ditto copy from the Britannica Junior Encyclopedia article on the squid. (see next page)

1. Ask students how many paragraphs are in the article. Have students determine the main idea of each paragraph. (slug) Ask students to list the details that support or provide more information about that main idea.

2. Now students should be ready to list the details under the main ideas. Have students verbally put each idea in their own words. (They may wish to write it in outline form, or apply their knowledge in making note cards.)

SQUID

(Taken from Britannica Junior Encyclopedia)

Squid (skwid) is a marine animal of the class Celphalopoda. The common squid has a slender, pointed body from one to two feet long. Ten long arms, or tentacles, are attached with rows of suckers that are encircled by horny rings. Two of the tentacles are larger and more flexible than the others. These two are used to capture the squid's food. The others transfer the food to the mouth. The mouth lies in the center of the arms and is equipped with strong crunching beaks or jaws. The squid has a well-developed pair of eyes on its head. Deep under its mantle, or skin, lies a horny growth, something like a shell. Its body is tinted and spotted with colors that can change. Like the cuttlefish and octopus, to which it is related, the squid can discharge an ink-like fluid into the water to hide itself. The common squids live in North American and European waters.

Giant squids are the largest invertebrates (animals without backbones). They measure 19 feet with the arms 29 feet in length. Another species is phosphorescent and has light-producing organs on its head, arms, and mantle. Flying squids are able to cross the surface of water in a series of leaps.

Small squids are used for bait and the larger species are sometimes used for food, especially by Italian cooks.

Notetaking - Lesson 1

Squid

(Taken from Britannica Junior Encyclopedia)

The following is similar to what the notes taken on this article will look like. Answers will vary according to the class response; this is only a guide.

Description:

slender pointed body

1-2 feet long

10 long arms with suckers

2 larger catch food

others transfer food to mouth

mouth with jaws

2 big eyes

shell-like growth under skin

able to change color

can discharge inklike fluid

like relative, the octopus

largest animal without backbone

body can be 19 feet long

29 feet long with arms

some have lightproducing organs

some fly across water in leaps

Uses:

small for bait

large for food

If time allows, it would be helpful to ask a student to explain the content of this article, or a paragraph, by referring only to his notes.

E. Pass to students a ditto copy from the World Book Encyclopedia.

1. Review notetaking guidelines. Using the students copy or a transparency of each article, compare the information given in each. (see next page)

2. Suggested notes follow:

Notetaking - Lesson 2

Description:

animal with soft, boneless body

live throughout the world

similar to octopus

giant 55 foot long; others few inches to 40 foot

swim in large groups

dark grey bodies - red spots

fins at tail end

large head surrounded by 10 arms

pair of powerful jaws
2 well-developed eyes
rough tongue
funnel beneath the head
can change color
swims backward
ink sac for protection

Uses:

for food
for bait
common - Nova Scotia to Florida
giant - near New Zealand and North Atlantic

SQUID

(Taken from World Book Encyclopedia. 1972, vol. 18, p. 640.)

Squid is a sea mollusk (animal with a soft, boneless body) that is similar to the octopus, nautilus, and cuttlefish. Squids live throughout the world. They range in size from a few inches to nearly 40 feet in length. The giant squid may measure 55 feet long. Squids frequently swim in large groups called shoals. These animals are also called SEA ARROWS.

Squids have dark gray bodies with red spots. The squids long slender body has two fins at the tail end. It has a large head surrounded by 10 arms, two of which are larger than the others. Each arm has rows of round sucking discs which it uses to catch and hold its prey. It has a horny pen (shell inside its body). The large head has two well-developed eyes, a pair of powerful jaws, and a rough radula (tongue). A muscular tube, or funnel, lies beneath the head.

The squid swims by filling the folds in its body walls with water and forcing the water through the tube. This makes it move backward. Squids have an "ink sac" that spurts a dark fluid or underwater "smoke screen" when they flee from their enemies. They can also change their color to blend with the environment.

Some people eat squid. Fishermen use them for bait. Squids are series pests to the mackerel and herring fishing industry because they eat large numbers of these and other small fish. The common squid is found from Nova Scotia to Florida. Giant squid swim in Pacific waters near New Zealand and in the North Atlantic.

F. Give each student a copy of the article from Ranger Rick. (see next page) If possible, have the magazine to show what it looks like.

1. Read the article, "Squid" by Victor B. Schaffer. Having read the two encyclopedia articles, is there anything new? What was the same? (See article on next page.)

2. Suggested notes follow:

Notetaking - Lesson 3

(First paragraph may be skipped, since information is covered later.)

biggest squid never seen by men
- cannot be held by lines or nets
- study pieces in whales' stomachs
  - may be 60 ft. long (biggest of giant)
  - weigh a ton - 2,000 lbs.
- largest animal without backbone
- other kinds vary from inches to 40 ft.

area sea mollusks
- related to clams, snails, slugs
  - closest relative is octopus
- have no outer shell
  - horny plate buried in flesh
- swim by spurting water from tube
- catch fish with 10 arms
  - covered by sucking discs of hooks
  - tear food to bits with jaws

some glow by own light

some leap and fly through air
- seen by men on Kon-Tiki
  - glide 50-60 yards
- land on ship decks 12 ft. above water

eggs and babies
- little known
- possible egg sac found many years ago on Jamaican beach

source of information
- bits from stomachs of whales

SQUID

(Taken from: Schaffer, Victor B. "Squid", Ranger Rick. 6:4, p. 8-9, April, 1972.)

At a whaling station the workmen were cutting up a sperm whale, getting ready to cook the pieces. When they opened the stomach, a huge white body tumbled to the floor. It was a giant squid that had been swallowed whole. It weighed 405 pounds and was 34 feet long from the tip of the tail to the tip of its long arms or tentacles. Each eye was the size of a plate, over 7 inches across.

The biggest squid in the world live in the deep, dark, cold waters of the ocean and have never been seen by man. Ordinary fish lines and nets cannot hold them. By studying pieces found in whales stomachs, however, zoologists believe that the very largest ones may be as much as 60 feet long and weigh up to a ton. They are surely the largest invertebrates (animals without backbones) in the world. Other kinds of squid are smaller in size, ranging from just a few inches to 40 feet in length.

Squid are sea mollusks. They are related to clams, snails, and slugs. The giant squid and most other species have no outer shell. But buried in the flesh is a horny plate. Their closest relative is the octopus, which also has no outer shell. Squid swim by squirting water from a muscular jet tube. (Hold an air-filled balloon underwater and then let go, to see how this works.) They catch fish with their ten long arms, which are covered with sucking discs or with rows of sharp hooks. The squid that you see here has webs between its tentacles that help it catch fish. All squid tear their food into bits with powerful jaws, or beaks.

Some squid are luminescent - they glow by their own light, like fireflies. When a whale has been feeding on luminescent squid, his lips begin to shine. Zoologists believe that the glow attracts other squid to his open mouth.

Some squid are such fast swimmers that they can break water and glide through the air. The men on the famed ocean-crossing raft Kon-Tiki saw squid glide for 50 or 60 yards. Squid have landed on ship decks 12 or more feet above the ocean surface. They make these leaps by firing a powerful blast of water out through a nozzle on the body. Muscles bend the nozzle to point in various directions. The jet of water sends the squid darting away like a jet airplane hurtling into the sky. Then the squid can use its fins in a swift brief glide.

Many squid have an ink sac. When they are attacked, they squirt a cloud of dark brown liquid into the water. This confuses their enemies and give them a chance to escape. The cloud sometimes has the shape of a real squid. Then it is called an "ink-dummy".

Little is known about the eggs and babies of the giant squid. Many years ago some children were playing on an ocean beach in Jamaica. They ran to their father, shouting, "We have found a great big sausage." Their father, who happened to be a zoologist, saw that the object was five or six feet long and as big around as a bucket. He said that it could only be the egg case of a giant squid.

Perhaps someday a zoologist with a waterproof camera hanging from a wire several miles long will photograph a giant squid deep in the ocean. Or men cruising in a submarine in the blackness of the deep will suddenly see one illuminated in their headlights. Until then, men must depend on the sperm whale to bring fragments from the home of the giants a half-mile or more below the surface of the sea.

G. Look at the three sets of notes taken so far. Select the major topics common to all three. (Description, invertebrates, uses.) Students should make an outline using all three sources. (You may elect to postpone the outline until students have been taught Section V on outlining.)

I. Description
   - (A) soft, boneless body
     - (1) dark grey body with red spots
   - (B) fins at tail end
   - (C) large head surrounded by 10 arms with suckers
     - (1) powerful jaws tear food to bits
     - (2) 2 well-developed eyes
     - (3) rough tongue
     - (4) funnel beneath head
     - (5) 2 larger arms catch prey - others push food to mouth
   - (D) shell-like plate buried in flesh
   - (E) swims backward by spurting water through funnel
   - (F) can change color
   - (G) ink sac for protection
   - (H) closest relative - octopus

II. Largest Animal Without Backbone
   - (A) cannot be held by lines or nets
   - (B) biggest never seen by men
   - (C) evidence in whales' stomachs

(D) giant - 60 feet long, weigh a ton

(E) other kinds vary from inches to 40 feet

(F) some glow by own light

(G) some leap and fly through the air

(1) seen by men on Kon-Tiki

(2) 50 to 60 yard glides

(3) land on ship decks 12 feet above water level

(H) little known about eggs or babies

III. Uses and Habitat

(A) larger for food

(B) smaller for bait

(C) live throughout the world

(1) common - Nova Scotia to Florida

(2) giant - near New Zealand and North Atlantic

H. Students will use their notes to write their report. Following is an example which they may use for a comparison when they have finished with their own report.

SQUID

The squid is an ocean animal with a soft, boneless body. It has fins at its tail end, and its head is surrounded by ten arms with suckers. Two larger arms catch prey, while the others push the prey down to the mouth. Its powerful jaws and rough tongue tear food to bits. The squid has no outer shell, though a tough horny plate is buried in its flesh. The squid swims by spurting water through a funnel from beneath its mouth. This forces it backward. The squid has two large eyes, and it can change color, or eject from its ink sac, a "smoke screen", to confuse its enemy while the squid escapes. The octopus is its closest relative.

As the largest animal without a backbone, giant squid cannot be held by lines or nets. The biggest have never been seen by men, but evidence of their existance has been gathered from whales' stomachs. Zoologists estimate that the largest giant squid may be sixty feet long and weigh a ton. Other kinds vary from inches to forty feet in length. Some kinds of squid can produce their own light, and others can leap and fly through the air. Little is known of squid eggs or babies.

Larger squid are used for food, while smaller sized are used as bait. Squid live in waters throughout the world. Common squid are found from Nova Scotia to Florida. Giant squid are most common near New Zealand and in North Atlantic waters.

Outline Construction

V. Students will learn the construction of a good outline in preparation for writing a report.

A. Outlining must have a purpose to have value to students. It is important to convince students that making a good outline is important because it can help them make good reports and speeches.

B. In reviewing outlining you may first wish to give students a partially filled in outline of a selection they are to read.

1. The skeleton outline should tell them the number of main points and the number of subpoints under each. Some of these points can be given, and the students complete the remainder of the outline.
2. The next time fewer headings are given.
3. Give the outline form only to students.
4. Finally the student constructs his own outline.

C. Outlining form may best be taught by use of a board, chart or overhead projector. While the use of an outline is the most important point for a child to learn, some attention needs to be given to outline form and why such form is followed. The following should be taught:

I. Use Roman numerals for main topics - the most important points.
   A. Indent and capitalize letters for subtopics.
      1. Use Arabic numbers for the details.
      2. Because you have one, you need at least one more detail about subtopic A.
   B. This is another subtopic of Roman numeral I.
      1. Give one detail about B.
      2. B detail needs a B_2.

II. List another main topic.
   A. Subtopic. Details may or may not be needed here.
   B. Subtopic. Again, if there are two or more parts or details, there will need to be a division of the subtopic.

D. Outlining: Strategy 1

The student will be able to outline a 2 paragraph story by arranging topics and subtopics in correct order. The answers are as follows:

I. Got ready for fishing, A. Packed, 1. Picnic, 2. Fishing Gear, B. Drove; II. Went fishing, A. Mark used, 1. Pole, 2. Worm, B. I used, 1. rod, 2. lure, c. Mark got strike, D. I didn't get strike, E. Switched to worms, F. Both got fish.

VV

Outlining: **Strategy 1**

Name _____ Date _____

Directions:

Read the story. There is a TOPIC and some SUB-TOPICS for each paragraph. You will find the outline scrambled on the right hand side of the lower page. Write the outline correctly on the left hand side of the paper.

FISHING

Our family got to go fishing last weekend. We packed our car very carefully. My brother Mark and Mom put in the picnic so that we could eat along the way. I helped Dad put in the fishing gear. We drove for hours and finally got to the beaver pond high up in Rocky Mountain Park.

As soon as we arrived, we jumped out of the car ready to fish. Mark grabbed a pole and stuck a worm on the end of his hook. I decided to use my new rod, and carefully fastened a lure on the end of the line. Mark raced to the water's edge, put in his line, and immediately got a strike. I raced right behind him, cast several times, and did not get a strike. It didn't take me but a few seconds to know that the fish preferred worms. I took the lure off and put on a fat worm. Within seconds we both had fish.

I. _____
- A. _____
  - 1. _____
  - 2. _____
- B. _____

II. _____
- A. _____
  - 1. _____
  - 2. _____
- B. _____
  - 1. _____
  - 2. _____
- C. _____
- D. _____
- E. _____
- F. _____

1. Rod
F. Both got fish
A. Packed
1. Picnic
II. Went fishing
2. Lure
C. Mark got strike
E. Switched to worms
1. Pole
I. Got ready for fishing
2. Worm
B. Drove
2. Fishing gear
A. Mark used
D. I didn't get strike
B. I used

E. There are two basic types of outlines - sentence and topical. Topical outlines are the more common.

1. To learn to outline with skill and ease, it is advisable to outline paragraphs before going on to longer selections. Read the next paragraph in preparation for outlining it.

> 1. If you are a beginner among the millions who are making bowling such a popular indoor sport, there is much you can learn from watching a champion at work. 2. You will notice that his delivery is smooth and accurate. 3. He lets the ball hang freely as it swings back and then forward in a long arc. 4. His elbow is not bent and his muscles are not tense. 5. He does not rush down the lane or shoot the ball at lightning speed. 6. The ball starts at the side and gradually curves toward the center, going only at a fair speed. 7. Yet it sends the pins flying in all directions.

2. Your first step should be to guide students in changing each sentence to a shorter one. This can be reduced still further to the form of a short topic. Both the sentences and the topics are shown here, though in actual practice you can turn each sentence immediately into the shorter topic form.

3. In most cases a sentence, even a long one, will contain only one necessary detail. However, if a sentence should contain two or more necessary details, they must be listed separately. That is why sentence 4 in the paragraph is shown as two details (4 and 5).

Details in Sentence Form	Details in Topic Form
1. <u>Main thought</u>: Beginners can learn much by watching a champion bowler.	<u>Main Topic</u>: Learn bowling by watching a champion.
2. His delivery is smooth and accurate.	Delivery smooth and accurate
3. Ball hangs freely during swing back and forward.	Ball in free swing back and forward
4. His elbow is not bent, and his muscles are not tense.	Elbow not bent, muscles not tense
5. He does not rush fast or shoot the ball fast.	Does not rush fast or shoot fast
6. The ball starts at side and curves gradually toward the center.	Ball starts at side, curves toward center
7. It sends the pins flying.	Pins sent flying

4. In an official outline, the details and subdetails are indented as follows:

I. Learning about bowling by watching a champion.

A. Delivery is smooth and accurate

1. Ball in free swing back and forward

2. Elbow not bent, muscles not tense

3. Does not run fast or throw fast

B. Ball starts at side, curves gradually toward center

C. Pins sent flying

5. Some additional activities may be:

a. To personalize outlining skills, instruct students on how to make a topical outline of their own personal daily schedule.

My School Day

I. Pre-School Morning Activities

A. Home

1.

2.

3.

B. On arrival at school

1.

2.

3.

II. "After the bell rings" Activities

A.

B.

1.

2.

b. Students work together in pairs. Each student writes a sentence or topical outline for a game both know. Examples: "How to Jump Rope", "How to Play Chess", "How to Play Hopscotch", "How to Play Marbles", "How to Play Football", etc. After both have completed an outline and it is in proper sequence, cut it apart, and place it in an envelope. Put your friend's name on the envelope and ask him to put it together.

c. Practice outlining - topical. (See worksheet on next page.) Students are given practice in topical outlining three short selections. The outline form for the first selection is provided as a guide. Outlines for the other two selections should be developed independently. (Note: The introductory paragraph in "Animals of Australia" is not outlined.)

Man's earliest tools were made from objects he found close at hand. Stones were used to crack nuts and grind grains. Shells and gourds were used for carrying water, holding food, and later, for cooking. A sharp-edged stone or shell, could cut meat, saw wood, or scrape hides for clothes. A sharp bone could bore a hole in a hide. A sturdy tree limb could serve as a lever to lift heavy objects. Man gradually improved these tools as he used them.

Fill in the outline below.

I. Tools of ancient man

A. _____

1. _____

2. _____

B. _____

1. _____

2. _____

3. _____

C. _____

1. _____

2. _____

3. _____

D. _____

E. 122

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PRACTICE OUTLINING

Read the selections below. On a separate sheet of paper, outline the major points of each selection.

Name _____ Date _____

ANIMALS OF AUSTRALIA

Being separated by water from the rest of the world, Australia has developed some species of animals found nowhere else in the world.

One of the most unusual, is the duckbill platypus. This animal is the only mammal known to lay eggs.

Another unusual animal is the kangaroo. It is a *marsupial*, or, animal with a pouch. The kangaroo has a long, thick tail which he uses for balance, and powerful hind legs which he uses to leap about. His strong legs also make good weapons if he is cornered by an enemy.

The koala bear also has a pouch. This shy little animal spends most of his time high in the eucalyptus tree feeding on its leaves.

The dingo is a wild dog found only in Australia. He is a menace to farmers because he often kills sheep which graze on the hillsides.

Another animal found only in Australia is the kuckaburro bird. This strange bird laughs like a hyena and feasts on snakes.

(*Clue*: There are 5 **main** topics.)

THE SAHARA DESERT

The Sahara Desert of northern Africa is the largest desert in the world. It consists of mountains and plains. There are a few streams and a few small, sturdy plants, but most of the desert is covered with sand dunes. The temperature is very hot during the day and very cold at night.

The chief people of the desert are nomads who move from place to place. They have few possessions and live in tents which are easy to move about. Most nomads make a living by raising goats and sheep.

The most important desert plant is the date palm which grows in the oases where there is water. These trees provide fruit for food, leaves for roofs, and shade from the sun.

The camel is an important animal to desert travelers. Double eyelashes protect his eyes during sandstorms. Padded knees allow him to kneel in the burning sand. He can also store water for 4 or 5 days.

(*Clue*: There are 4 **main** topics.)

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Answers: (Allow for variations in wording.)

FIRST SELECTION

I. Tools of ancient man
   - A. Stones
     1. Crack nuts
     2. Grind grains
   - B. Shells and gourds
     1. Carrying water
     2. Holding food
     3. Cooking
   - C. Sharp-edged stone or shell
     1. Cut meat
     2. Saw wood
     3. Scrape hides
   - D. Sharp bone to bore holes
   - E. Tree limb as lever

ANIMALS OF AUSTRALIA (Allow for variations)

I. Duckbill platypus
   - A. Mammal
   - B. Lays eggs

II. Kangaroo
   - A. Has pouch (marsupial)
   - B. Strong hind legs
     1. For leaping
     2. For fighting

III. Koala bear
   - A. Has pouch
   - B. Is shy
   - C. Lives in eucalyptus tree
   - D. Feeds on leaves

IV. Dingo
   - A. Wild dog
   - B. Kills sheep

V. Kuckaburro bird
   - A. Laughs like hyena
   - B. Feasts on snakes

THE SAHARA DESERT (Allow for variations)

I. Description
   - A. Northern Africa
   - B. Largest desert
   - C. Mountains and plains
   - D. Few streams
   - E. Mostly sand dunes
   - F. Changeable temperatures
     1. Hot in day
     2. Cold at night

II. Nomads
   - A. Have few possessions
   - B. Live in tents
   - C. Raise goats and sheep

III. Date Palm
   - A. Grows in oases
   - B. Fruit for food
   - C. Leaves for roofs
   - D. Provides shade

IV. Camel
   - A. Double eyelashes
   - B. Padded knees
   - C. Stores water for 4 or 5 days

d. Activity: Practice outlining - sentence.
The sentence outline is exactly what its name implies - an outline made up of complete sentences. Read the selection which follows, and then try your hand at completing a sentence outline based on it. Parts of the outline are already filled in to help you get the idea.

> Unfortunately, the residents of the city seem to care no more about keeping the river clean than their rural neighbors upstream. Garbage and human waste from city homes come gushing out of huge sewer pipes. And are those small islands of snow whirling along with the current? No. They are not snow islands. They are billows of suds from man-made household detergents. Water will not dissolve these suds.

Apparently, some people in the city think the river is a good place to dispose of things they no longer want. Cans, oil drums, tires, mattresses, bottles, furniture, and even old automobiles make a floating junkyard of the river. River ships and barges going to and from the city add more pollution to the waters.

A short distance downstream from the city, a long, wide strip of sand lines one bank of the river. Refuse from the river litters the sand. This must be a beach, or the remains of one. The sun has come out again. It is warm. But no people sit and sun themselves on the sand. No one is swimming in the water, either. A high fence keeps people away from their river for their own good.

A SENTENCE OUTLINE

I. The residents of the city seem to care no more about keeping the river clean than their rural neighbors upstream.
   A. Garbage and human waste from city homes come gushing out of huge sewer pipes.
   B. Billows of suds from man-made household detergents whirl along with the current.
      1. Water will not dissolve these suds.

II. Some people in the city think the river is a good place to dispose of things they no longer want.

III. (Stop and think. Is there a second main idea introduced in paragraph 2?)
River ships and barges going to and from the city add more pollution to the waters.

IV. A short distance downstream from the city, a long, wide strip of sand lines one bank of the river.
   A. This must be a beach, or the remains of one.
      1. Refuse from the river litters the sand.
      2. No people sit and sun themselves on the sand.
      3. No one is swimming in the water.

B. A high fence keeps people away from their river for their own good.

e. The following worksheet may be used:

Name _____ Date _____

APPLY YOUR STUDY SKILLS

Put all your study skills to work when you write a report.

I. Use **reference** books.

II. Survey your materials to get the **main idea.**
   - A. Note **headings.**
   - B. Study **pictures** and read **captions.**
   - C. Find **topic** sentences.
   - D. Remember words in **italics.**

III. Read and take **notes.**

IV. Prepare a good **outline.**

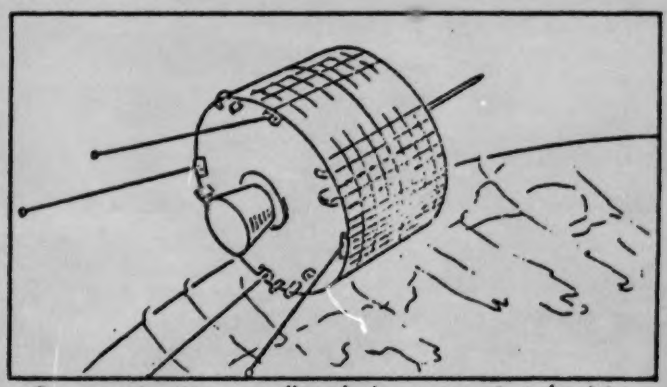
V. **Write** your report and **proofread** it.

Here is a page from a social studies textbook. Read this page and put your study skills to work by completing the exercises below.

NEW ROUTES AND PATHWAYS HAVE BEEN CREATED

Messages came to travel by air. Just as man invented vehicles that could travel through the air, he invented methods of sending messages through the air. This was done by what was called the *wireless.* Unlike the telegraph and telephone, no wires were needed to carry the messages. Instead, sound waves were changed into electrical waves which were sent out through the air to receiving sets which then transformed them back into sound waves. The wireless is known today as the radio. An Italian, Guglielmo Marconi, invented the first wireless in 1895. He called it the wireless telegraph because messages were sent by code, as they were over the ordinary telegraph. Then, in 1900, an American, Reginald Fessenden, succeeded in sending voices over the wireless to make it more like the now familiar radio. By 1906 he was able to broadcast phonograph music. Radio had come of age.

Both sound and pictures now travel through the air. About thirty-five years after the wireless was first used, television broadcasts were begun. This was in the year 1930. In a sense, television is radio with pictures, making it possible to both hear and see programs. The word television itself means "see far."



Communications satellite helps transmit television programs between our country and Europe.

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1. Circle the section heading, heavy print, words in italics, and picture caption.

On a separate sheet of paper, complete the following:

2. What is the main idea of this selection?
3. What is the topic sentence of the first paragraph?
4. What is the topic sentence of the second paragraph?
5. Make some notes of important words and phrases you want to remember.
6. Make an outline to organize main ideas and important details in sensible order.
7. Using your outline as a guide, write a brief report about this selection.

Combining Notes from Various Readings

VI. Students will learn how to combine their notes from various reference readings.

A. Notes made on cards are not yet in their final sequence. If students use the one-note-on-a-single-card-system so that there is not much overlapping, they can sort, group and arrange topics, sub-topics and sub-sub topics conveniently without the wasted effort of recopying.

B. The following suggestions may be helpful.

NOTE: BEFORE BECOMING INVOLVED IN THE FOLLOWING ACTIVITIES, STUDENTS MAY WISH TO DO SOME RESEARCH ON THE TOPIC, "WHAT THE FIRST EARTHMEN ARE LIKELY TO FIND ON MARS NEAR THE EQUATOR".

1. Group your note cards by their topic labels. Look through your notes to identify the main topics under your general problem. These will become the "highest value headings" in your outline.

2. In what order should these main topics be discussed in your final presentation? Arrange them in the order you decide on, leaving plenty of space to insert sub-topics. Number these main topics with Roman numerals.

WHAT THE FIRST EARTHMEN ARE LIKELY TO FIND ON MARS NEAR THE EQUATOR

I. Surface Features
II. Features of Sky
III. Force of Gravity
IV. Atmosphere
V. Weather
VI. Life Forms (if any)
VII. Perils to Human Survival

3. Working with one main topic at a time, look through your note cards for points that develop, explain, or support that topic. These of course will become sub-topics in your outline. Arrange these sub-topics in the order in which you plan to discuss them in your presentation. Label them with capital letters, as you would in any outline.

As you work with the main topic "Surface Features", for example, you may decide that you will discuss four sub-topics in the order that follows:

I. Surface Features
   A. Terrain
   B. Soil
   C. "Hot Spots" (?)
   D. Canals

Working on down to the main topic "Life Forms", you conclude that the logical sub-topics are definitely "Plant Life" and "Animal Life". You will now identify subordinate points that drop into slots under these sub-topics. Number these with Arabic numerals, as in the usual outline:

VI. Life Forms
  A. Plant Life
    1. Possible types
    2. "Hot Spots" favorable to other types?
  B. Animal Life
    1. Experiments simulating the Martian environment.
    2. Higher forms possible?

4. Don't start writing too soon. The organizing you are doing calls for strenuous logical thinking. Do not try to hurry this! Weigh the alternatives carefully - then make your decision. Do not hesitate to change your mind.*

5. Your final outline may appear something like this:

WHAT THE FIRST EARTHMEN ARE LIKELY TO FIND ON MARS NEAR THE EQUATOR

I. Surface Features
  A. Terrain
  B. Soil
    1. Type
    2. Color
  C. "Hot Spots" (?)
  D. Canals
    1. Proof of advanced life?
    2. Natural features?
    3. Optical illusion?

II. Features of Sky
  A. Appearance of solar system and stars.
  B. Sun
    1. Length of day.
    2. Length of year.
  C. Moons
    1. Deimos
    2. Phobos

III. Force of Gravity
   A. Comparison with Earth.
   B. Effect on weight.
   C. Effect on movement.

IV. Atmosphere
   A. Composition
   B. Pressure
   C. Humidity
   D. Color of sky.
   E. Cloud formations.
      1. Yellow clouds
      2. Bluish-white clouds

C. Students may be given the following notes which could have been gathered from four books on the general topic, "Helicopters". These notes are not in logical order. There are repetitions, and there are some topics which students would not care to use.

Students would therefore have three tasks before they begin to write the final report:

1. Eliminate irrelevant topics and repetitions.
2. Combine into groups those topics that seem closely related, and compose appropriate group headings for them.
3. Revise the order of the groups so as to make the outline appear logical or sensible.

They then would be prepared to convert these notes into a clear, logical report.

NOTES

First Source:
1. Birds can rise by flapping their wings; men cannot.
2. Helicopters rise by means of propeller whirling horizontally.
3. The word is from the Greek helikos (spiral) and pteron (wing).

Second Source:
4. Can rise vertically, descend slowly, and hover over one spot.
5. Wings are like a fan, at top of the helicopter.
6. Cannot fly at high speeds.
7. Useful in places not accessible by planes.

Third Source:
8. Rotor blades turn at top of helicopter.
9. Machine can both rise and travel forward.
10. Can also go forward, backward, sideways, and even land gently.

Fourth Source:

11. Legend of Daedalus and Icarus; fastened wings to shoulders and flew from Crete toward Athens.
12. Inventors of Middle Ages dreamed of flying and even drew plans for airplanes.
13. First really effective helicopter by Igor Sikorsky, 1939.
14. Showed perfect control in all directions.
15. Could settle down gently with eggs without breaking one.
16. Used to rescue people from difficult places where airplanes cannot land.
17. Variety of other uses, e.g., guiding traffic from air, delivering men and equipment into jungle areas.
18. Called by such nicknames as "whirlybird", "windmill", "eggbeater", because of appearance.

A brief examination of the list should reveal the three notes that are unnecessary in a report on helicopters. The notes that should be eliminated because they are irrelevant to the general topic are 1, 11, and 12.

When you examine the list with considerable care you will discover topics that include repetitions of the same thoughts. For example, topics 9 and 15 are repetitions of ideas included in topics 4 and 10.

Closer examination will also reveal related topics. For example, topics 2, 5, and 8 deal with the method of flight, while topic 13 could serve as an introduction to that group topic. Other related groups are as follows: 3 and 18 (the names used for this machine); 6 and 14 belong with 4 and 10 (how the helicopter travels); 7, 16, and 17 refer to the usefulness of the helicopter.

When the related topics are grouped together and given group headings, you can appreciate the logical arrangement that results.

I. The Helicopter Method of Flight
   13. The first successful helicopter was devised by Igor Sikorsky in 1939.
   2. Helicopters rise by means of a propeller or rotor whirling horizontally.
   5. & 8. The rotor blades are like a fan and are located at the top of the helicopter.

II. Naming The Machine
   3. Helicopter from the Greek words helikos (spiral) and pteron (wing).

18. From its appearance, nicknamed "whirlybird," "windmill", and "eggbeater".

III. How The Helicopter Travels

6. Cannot travel at high speed.

14. Otherwise, has perfect control in all directions.

4. Can rise vertically, descend slowly, and hover over one spot.

10. Can also go forward, backward, sideways, and even land gently.

IV. Its Uses

7. Can be used in places not accessible by planes.

16. Can rescue people from places where planes cannot land.

17. Variety of other uses, such as guiding traffic from the air, delivering men and equipment into jungle areas.

The order in which these groups are placed seems logical enough. However, it can be changed to make it more interesting. The report might properly begin with Group IV to arouse a feeling of importance in the topic of helicopters. Other changes, too, are possible. Can you suggest an arrangement of your own, and give reasons for your choice?

D. Students may be given the following notes on the topic "Airplanes". They can then be asked the questions following, which follow the fourteen notes.

NOTES:

1. First flight of an airplane by Wright brothers in 1903.
2. People of ancient world had legends about man's attempts to fly.
3. U.S. did nothing to improve on Wrights' experiment until beginning of World War I.
4. In early 1400's Leonardo da Vinci had drawn plans for an airplane, but engines for power were unknown then. The plans were not usable.
5. Germany followed up Wrights' experiment and had a factory producing planes by the beginning of World War I.
6. During World War I both sides were concentrating on producing planes for observation and battle.
7. In World War II planes were used for bombing and for transport as well as for fighting in the air.

8. Giant airplanes with great speed and distance are being constantly developed.
9. The most surprising bombing attack by planes was launched against Japan from a carrier ship.
10. Great progress in improvement of speed depends on test pilots, at cost of great daring, great risk, and loss of lives.
11. Progress made possible by discovery of new type of engine, the jet.
12. Use of radio and radar as guide in plane flying.
13. Use of radio beams as guide in controlling flight.
14. Breaking the sound barrier and new speeds of one thousand miles an hour, then over three thousand miles an hour.

QUESTIONS

1. Which three notes seem to be related to the group topic "Early Beginnings"? (2, 4, and 1)
2. Which five notes are related to the group topic "Effect of wars on development of airplanes"? (3, 5, 6, 7, 9)
3. There are two other groups in the list.
   a. What headings would you give them? (Amazing improvement in size, speed, distance: 11, 10, 8, 14.)
   b. Write out the two groups with their headings. (Special devices for guiding planes: 13, 12.)
4. Which group topic would you select as your last? Why? (see below)
5. Make your revised list as you would organize it, with group headings and details. Be prepared to explain your organization and your selection of the order of the details. (Answers will vary.)

E. An alternative to the outline form may be a narrative summary. This has the advantage that it will enable the student to show the central idea from which others may radiate. It also provides for emphasis better than the outline form. Students should frequently write or give orally the author's pattern of thought. This is important, for the reader's first obligation is to know what the author has said. Then he may give his <u>own interpretation</u>, agree or disagree, or make whatever applications appear desirable and necessary.

Comparative Reading

VII. Students will compare and evaluate two or more sources of information, using criteria suggested in Section III.

A. The comparative reading activities approach can be used in any area of the curriculum. When involved in this activity, students should ask and categorize the answers to such questions as:

1. What statements of fact are alike?
2. What statements of opinion are alike?
3. What statements of fact are different?
4. What statements of opinion are different?

Such analyses should lead to questions about the reasons for the likenesses and differences observed: dates of the writings, points of view of the authors, nature of the times when the writings took place, nature of the media in which the writings were found, and nature of the audiences to whom the writings were directed.

B. The following paragraphs may be used for an initial activity in comparison of two sources.

Read the two paragraphs on this sheet very carefully. You will notice that they contain some statements that conflict with each other. After reading the paragraphs carefully, write several sentences showing specifically how the statements in the two paragraphs contradict each other.

1. The grasshopper is a very good representative of insects as a class. The grasshopper has three main regions, as do most other insects. These three regions are the head, the thorax and the abdomen. Of course, each of these three major regions also has a number of different parts. The life cycle of the grasshopper also is similar to that of many other insects in that it has a variation of metamorphosis. However, the metamorphosis in a grasshopper is called a gradual metamorphosis.
2. The grasshopper is a very unique, interesting type of insect. The grasshopper has three main regions as do many other insects. These three regions are the antenna, the thorax and the legs. Of course, each of these three major regions also has a number of different parts. The life cycle of the grasshopper also is similar to that of many other insects in that it has a variation of metamorphosis. However, the metamorphosis in a grasshopper is called an incomplete metamorphosis.

C. The following activities seem appropriate for this approach:

1. Compare the treatments of scientific phenomena or historical events found in science or social studies textbooks for a given grade or various grade levels.
2. Compare treatments of a current event by a newspaper reporter, a news magazine reporter, an editorial writer, and/or a political communist.
3. Students may compare accounts of an historical event, (e.g. Battle at Lexington) written from opposing points of view.
4. Compare a fictionalized account of an event with a factual account of the same event. (e.g. Custer's last stand)
5. Compare older classics like Little Women and Tom Sawyer with modern counterparts like Up A Road Slowly, Island of The Blue Dolphins, and Henry Reed.
6. Compare contemporary editions of Mother Goose illustrated by Tudor, Wildsmith, Reed, de Angeli, and Jones, with classical editions illustrated by Greenaway, Caldecott, Crane, Brooke and Wright. (Students can note the inclusiveness of the collection, versions used, color, period depicted, and placement of illustrations in relation to the verses.)

D. Students may be involved in comparative reading of portions of different biographies dealing with the early lives of people such as Helen Keller, Thomas Edison, Henry Ford and Theodore Roosevelt. When making comparisons, the students may determine the following:

1. Do the references contain the same information?
2. Are there disagreements in the accounts?
3. Are there reasons for differences in the sources due to such things as authorship?
4. Are your impressions of the books the same?

E. Scott Foresman, Dimensions:

1. Compare and contrast "Snobber", pp. 56-64 with Mijibil from "The Otter's Tale", pp. 9-23. See teachers manual, page 37, for further suggestions.
2. Compare and contrast "Echo and Narcissus", pp. 146-149, with "Persephone", a myth found in the skillbook page 54. See teachers manual 78-79 for further suggestions.
3. Compare and contrast the moods and attitudes found in the poems "Travel", pp. 244-245, and "Wander-Thirst", page 36. See teachers manual, page 117, for further suggestions.

Writing a Research Paper

VIII. Students will apply the skills of location, evaluation, documentation, and synthesizing of information through involvement in the writing of a research paper.

A. Students will be guided in selecting a subject for research.

1. At this time the handout at the end of the unit may be given. It contains possible topics, several books related to the topic, with an asterisk by the most difficult reading books.
2. The outline "How To Do Research - Ten Basic Steps" may also be given to students at this time. It also is found at the end of the unit.
3. Additional guidelines may be given when selecting a subject for a research report.
   a. Select a subject that is of interest. Since a great deal of time will be spent reading for this report, the subject should be worth the time to the student. If students are giving the final report also orally, they may wish to consider the interests of their audience.
   b. Select a subject that the student knows something about. If they select a subject that calls for information that is far beyond their ability to handle, they may begin "parroting" material they do not really understand.
   c. Check the school or public library to determine the amount and scope of material available on the topic.
   d. Attempt to limit the subject to a specific topic.

Examples:

Much Too Broad	Still Too Broad	Better	Just Right
Civil War	Major battles of the Civil War	Major Northern (Southern) Victories of the Civil War	Sherman's March to the Sea
Foreign Relations	U.S.-Japanese Relations	U.S.-Japanese Relations Since 1900	U.S.-Japanese Relations Since World War II
Television	Television Plays	How to Produce A Television Play	Problems in Production of Television Plays

e. Select a topic that is not too elementary. Some topics may be too simple or too temporary in interest. "Hula Hoops" or "Fashion Fads" might be satisfactory for short, informal essays, but they do not have much intellectual content and few sources.

f. Select a topic in which there will be opportunities to verify information, make comparisons of sources in order to present a "Balance" of the facts or opinions.

B. Students should become involved in some general background reading, jotting down the main ideas they think belong in the research topic.

1. Students must read to get an overview of the topic, so that they can see it in perspective before they zero in on it.
2. Consult the teacher or librarian regarding questions or availability of sources.
3. Students may need to examine their purpose. Do they want to find out something in particular or make a definite point. They may wish to make a list of questions to be answered or ideas to be investigated about the topic.
4. A useful beginning point for research is a reliable encyclopedia, as it will give a good overview and suggest related material. Encourage students to consult the encyclopedia index and to follow up cross references.
5. While involved in background reading, students will want to keep in mind the criteria discussed in Section III for evaluation of materials. It may help them to keep in mind the "five W plus H" questions.
   a. Who said or wrote it?
   b. What can you find to back it up?
   c. Why is it true or false?
   d. Where did it take place?
   e. When did it happen?
   and
   f. How did it happen?
6. As students read they should write down the main ideas they think belong in their topic. This will give them the main idea, or purpose, for their report.

C. Students may wish to complete an independent work contract at this time, as a means of accountability.

1. Contracts vary in their degree of specificity, depending on the kinds of structure needed by the student or desired by the teacher.
2. Contracts can and should be drawn up by the student and teacher regarding cooperative planning, determining goals, objectives, processes, responsibilities and time constraints.
3. At the end of this unit is a contract sample which may be used or serve as a basis for some modified form. Additional contracts may be found in Administrative Bulletin No. 8, August 1976, Unit Type Organization of Learning Experiences.

D. Students will organize their ideas into a logical sequence, called the preliminary outline.
1. Clear and logical expression requires organization, and organization means some kind of outlining.
2. Everything starts with the decision about the main idea. This is called the thesis, or purpose, of the paper. Test the thesis by trying to state it in a clear sentence.
   a. What do I want to say?
   b. What am I going to cover?
   c. What are the important points to develop?
3. Guide students in realizing there are a number of ways to organize their final research report.
   a. The material may be arranged in chronological order. Usually such an approach begins with the earliest material and precedes to the most recent. Or, one can begin with a recent event and then go back to show what had taken place earlier.
   b. Comparison and contrast can be effective, especially when dealing with topics in literature and with social problems.
   c. A cause-and-effect approach is suited to many topics, and can be presented in either direction; that is, one can go from cause to effect, or from effect to cause.
   d. Another approach may be the arrangement of topics in order of increasing importance.
4. There are two standard types of outlines, the topic outline and the sentence outline.
   a. Topic outline: Consists of words or phrases, is easier to do, and allows more flexibility in writing. The preliminary outline is usually a topic outline. It should be kept simple, using only main topics and first-order sub-topics.

b. Sentence outline: Consists of using complete sentences and is closer to the final form of the report.

c. Both a topic or sentence outline must include:

1) The purpose of the paper.

2) Show the relationship between the facts.

3) Develop a logical conclusion.

5. As the student proceeds with the research, he may wish to change, or even discard, this outline. Encourage them to anticipate that their ideas will develop and even change. Main ideas may even change to a minor subdivision

E. Students will list all the sources they believe they may be able to use for their report. This is their working bibliography. (For review see Section II.)

1. Card catalog: After reading in the encyclopedia, this is a good place to start your search for location of source materials. Look for specific rather than general headings, e.g. water pollution rather than pollution.

2. Nonfiction shelves: Students will find numerous books to help them in their research. There will be histories of literature, journals, and biographies.

a. From a research point of view, these books are either classed as primary or secondary sources.

b. A primary source is a firsthand account by someone who witnessed what he is writing about.

c. An author using a primary source creates a secondary source. The Journals of Lewis and Clark, for example, is a primary source; however, the introduction is a secondary source.

3. Reference books: Four reference books which students may wish to use are the dictionary, yearbooks and almanacs, The Reader's Guide to Periodical Literature, and The New York Times Index.

a. The New York Times Index is an index to the news printed in the New York Times. It is chiefly a subject listing. Brief synopses of many articles often make it possible to answer a question without reference to the newspaper itself. By giving the date on which news was reported, this work also serves as a guide to most other newspapers. The Beloit Public Library has The New York Times on microfilm from 1973 to within about a week from the current date.

b. Vertical file: Consists of pamphlets and nonbook items of current and topical interest. It is arranged alphabetically by subject.

F. Critically evaluate the references as possible sources of information. Again, this is the main objective of the unit.

1. The student should be led to appraise a book in terms of the purposes for which he needs.
2. Review the criteria developed in Section III.
3. Questions such as the following may be listed on a class chart to be used for evaluative purposes.

   Who is the author?
   How recent is this material?
   How reliable is he?
   What makes him an expert?
   How complete is the information?
   How much is fact?
   How much is opinion?
   What evidence does he give for debatable statements?
   What questions does the author leave unanswered?
   Are there contradictions within various resources?

G. Read carefully and take notes based on the various sources. Review the suggestions for notetaking from Section IV.

H. Organize the notes and prepare the final outline.

1. Review the suggestions under Section V.
2. Students should again compare their statement of purpose with their notes. Does the statement still make sense? Should they revise it because they now know more than when they started?
3. The final outline can be either a topic outline or a sentence outline, but it should not be a combination of both.

I. Write, revise, and rewrite your report.

1. Use the outline and sorted note cards as guides.
2. Write or type this first draft on standard size paper, 8½ x 11 inches. For this rough draft, use double or even triple spacing, with wide margins, so as to leave room for additions and corrections.
3. The following pages entitled "Parts of A Report" have been taken from Administrative Bulletin No. 8, August 1976, Unit Type Organization of Learning Experiences, pp. 2-9. (The use of chapters is optional.)
4. The portion, "Preparing A Report" from Bulletin No. 8 did not include footnotes. Therefore Section VIII. I-f on footnotes has been included.

THE PARTS OF A REPORT

Most reports are made up of four main parts: the Introduction, the Body, the Conclusion, and the Bibliography. (The bibliography is a list of the references you used in making your report.) In long papers each part may be made up of several sections; but in short papers there may be no more than a title page, the body and the bibliography.

The order of the following outline, regardless of the parts that may be left out, should be followed:

(a) The Introduction, made up of:

1. The title page followed by a blank page
2. The table of contents
3. List of tables
4. List of illustrations

(b) The Body, made up of:

1. An introduction
2. The main part of the paper divided into chapters and each chapter having a summary.

(c) The Conclusion, made up of:

1. Summary of entire paper

(d) The Bibliography, made up of:

1. List of references used

Every report or research paper you do should have the parts in the order listed above. On the next pages each part will be explained and a sample of each part will help you see how it is done.

a. Title Page

The title page is one sheet of paper on which you first place the title of your paper. Under this you place the name of the subject for which you are doing your report. Then, under that line place the date your paper is to be handed in. On the last line of the title page you put your name.

Sample:

Our Solar System

Science

January 16, 19__

John Johns

148

b. Table of Contents

The table of contents should list the titles of each chapter included in the report. If the chapters have sub-headings they should be listed under the chapter heading.

Sample:

Table of Contents

	Page
List of tables	1
List of illustrations	2
Introduction	3
Chapter	
I. Planets of the Solar System	4
Rotation of the Planets	
Revolution of the Planets	
II. Our Sun	9
III. Satellites of the Solar System	14
Bibliography	17

c. List of Tables

Sometimes it is easier to understand an idea if it is presented in chart form rather than in long description through paragraphs. A table is a good form to use. A table is an arrangement of numbers, usually in rows or columns, used for quick and easy comparison of these numbers.

If you include any tables of numbers in your report, these should be listed on the page after the table of contents.

Each table should be numbered beginning with number 1.

Sample:

List of Tables

Table	Page
1. Distance to the planets	7
2. Length of revolutions of planets.	8

d. List of Illustrations

This should come on the same page as the List of Tables if you have room. If not, put it on the next page. Each illustration should be numbered beginning with 1. Illustrations would include your own drawings.

Sample:

List of Illustrations

Figure	Page
1. Solar eclipse	16
2. Lunar eclipse	17

e. The Body

The Body of the paper begins with an introduction. The Introduction may be Chapter I or it can be headed with just the word "Introduction". The introduction page should tell what the paper is about. It tells what the reader may expect to find covered in the paper. And equally important, the introduction explains in what order this information will be given to the reader.

Mainly, the introduction introduces the reader to the report. After the introduction and on a new paper you start with Chapter I, or Chapter II if Chapter I is to be your Introduction. It should be started like the sample below.

Sample:

Chapter II

Our Sun

Our sun is the . . . . . .

At the end of the chapter you should write a short summary of the main points of the chapter. Don't include a lot of facts and figures. Just put down the main ideas you presented in that chapter. The word Summary should come in the center of the page and below the last line in the chapter.

Sample:

. . . so the sun is very important to our solar system.

Summary

f. Footnotes

You may not copy someone else's words without giving credit to the source. In addition to documenting sources, a footnote may also (1) explain a point more fully, (2) make an editorial comment, (3) add an interesting sideline, (4)be a cross reference to another part of the report, or (5) offer a difference of opinion.

When you wish to footnote material, you should write the bibliography number of the material, use a colon, and then write the page on which it was found. For example, if the quote is from World Book Encyclopedia, page 28, and is reference number 2 in the bibliography, you will write the footnote as follows: (2: p.28). The footnote should be placed directly after the sentence you wish to footnote.

g. Conclusion

The conclusion to the paper is a summary of your entire paper. This is the time when you view the whole report and select main points you want the reader to remember.

h. Bibliography

The reference section comes after the last chapter and will be a list of all the materials you used to help make your report. The bibliography should be in one or more sections depending on the type of material you used. Each item should be in alphabetical order under each section. Each item should be numbered. Disregard section headings and number continuously. The following form can be used for the bibliography:

Books:

1. Stephenson, Mary B. The World of Animals. Chicago: Follett Publishing Company, 1934.

Encyclopedias:

2. World Book Encyclopedia, 1968. Vol. 3, pp. 26-32.

i. Other Helpful Hints

Most of your reports will be written and you will want to use paper on which you can do your best writing. Wide line paper with a red margin on both sides of the paper will give you the neatest looking report.

Always use the same size and type of paper for the whole report. It is not good to have some pages with narrow lines and others with wide lines. If you include your own drawings, maps, or other illustrations it is best to use blank paper and cut the paper so it has the same shape as your writing paper.

When you have finished you will want to put the report in a nice folder. A folder with brass fasteners is good. It may seem fun to decorate the front of the folder, but it does not make your report look better. Leave the front of the folder blank unless you can very neatly print the title of your report on the cover.

1. Plan the opening and closing sentences carefully; work out the connecting sentences between the paragraphs.
2. Put the material into your own words. Try to write clearly and concisely, avoiding wordiness and pointless repetition.
3. Use colorful, dramatic - but truthful - illustrations of points.
4. Use quotations only to prove or emphasize a point. Copy it exactly - and don't forget to give proper credit to the source. (See Section VIII. I-f for instruction on using footnotes.)
5. Begin the revision by checking the organization.
   a. Is the introduction brief, interesting, and to the point?
   b. Does the introduction make clear the purpose and main idea of the paper?
   c. Is the organization logical within each paragraph and from one paragraph to the next?
   d. Are the ideas clearly expressed and effective?
   e. Does each idea build and expand on preceding ideas?
   f. Are the ideas developed with examples and proof? Are you able to support your point of view?
6. There are still other things to check for.
   a. Have you given credit to the quoted sources, the ideas of others, and to support facts you could not possibly know?

b. Have you copied names and dates exactly?

c. Do your footnotes and bibliography follow the required form? (See Section VIII. I-f for footnotes and Section VIII. I-h for bibliography.)

d. Do you have enough sources in your bibliography, and are they sufficiently varied?

7. An additional activity may be: Students may enjoy proofreading two paragraphs on the worksheet on the following page.

j. Prepare the documentation in final form.

Name _____ Date _____

PROOFREAD YOUR WRITING

The last step in preparing a good story or report is to proofread your composition after you have finished writing it. Make the necessary changes. Then, write it again correctly and neatly.

Here are some guidelines for proofreading a composition.

1. Check the **mechanics.**
   a. grammar and usage **b.** spelling **c.** capitals **d.** punctuation **e.** penmanship

2. Check the **form.**
   a. Does each paragraph have **one** main idea? **b.** Is the meaning of each sentence clear? **c.** Are sentences arranged in logical order? Does one idea lead naturally to the next idea? **d.** Are the facts correct?

3. Check the **interest.**
   a. Do you have a good opening and concluding sentence? **b.** Have you written different kinds of sentences that make your story interesting to read? Have you used both simple and complex sentences? **c.** Do you have any over-used words? **d.** Have you used strong verbs to say **exactly** what you mean? **e.** Have you used interesting modifiers?

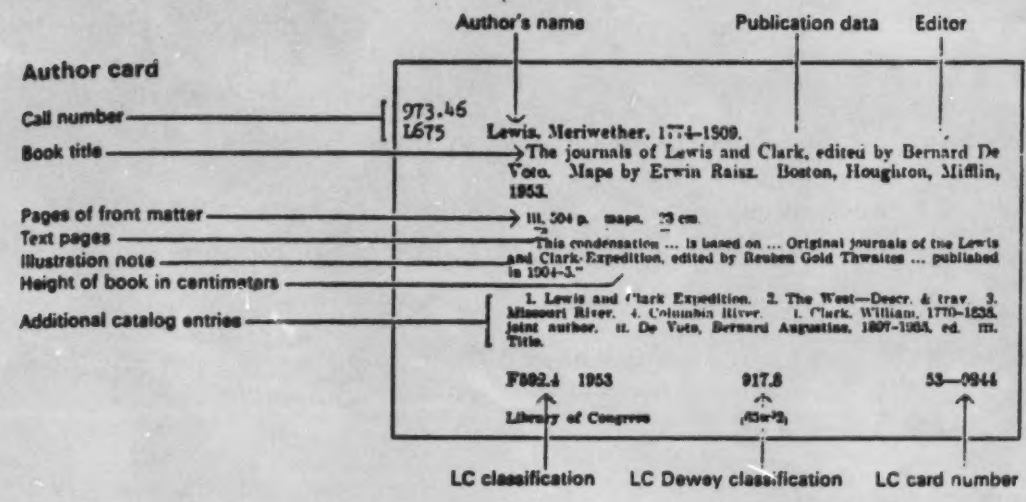
Proofread these two paragraphs. Parts of these paragraphs are weak or incorrect. Clues to mistakes are shown in the spaces between sentences. **Refer to the guidelines above.** On a separate sheet of paper, **rewrite** each paragraph improving the weaknesses and correcting the mistakes.

I. Spring is nice (3a). After being in doors (1b) all winter, I like to get out in the nice (3e) air. The longer sunlight hours give me more time to play (1d) getting rid of winter heavy (1a) clothes is a blessin! (1b) I look forward to seeing the trees cloth (1b) themself (1a) in green. Lastly, knowing that summer vaction (1b) is near, makes me like (3d) spring. (2c) I also look forward to watching the flowers burst forth in baeufiful (1b) colors.

II. the (1c) most posionous (1b) speices (1b) of mushrooms in the United States are (1a) the Amanita group. These mushrooms usually grow in the woods. Seldom on lawns (1a). They are a pale color. They much like harmless field mushrooms (2b) have (1d) white gills, white spores, and a poison cup around the stem. They (3c) can cause severe illness or even death. Don't eat wild mushrooms (2d).

The card catalog

The card catalog is the key to the books in a library. There are cards entered under the name of the author, the title, one or more subjects, and even the editor or a joint author. The call number indicates where you will find the book on the shelf.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Publication data
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Author card
Call number
Book title
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Text pages
Illustration note
Height of book in centimeters
Additional catalog entries
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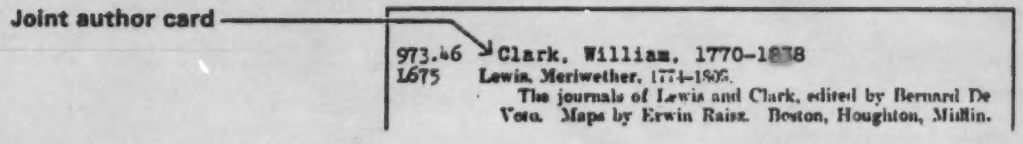
L675
Lewis, Meriwether, 1774–1809.
The journals of Lewis and Clark, edited by Bernard De Voto. Maps by Erwin Raisz. Boston, Houghton, Mifflin, 1953.
lii, 504 p. maps. 23 cm.
"This condensation ... is based on ... Original journals of the Lewis and Clark Expedition, edited by Reuben Gold Thwaites ... published in 1904–5."
1. Lewis and Clark Expedition. 2. The West—Descr. & trav. 3. Missouri River. 4. Columbia River. I. Clark, William, 1770–1838, joint author. II. De Voto, Bernard Augustine, 1897–1955, ed. III. Title.
F592.4 1953
Library of Congress
917.8
(43e2)
53—9944
LC classification
LC Dewey classification
LC card number


Joint author card
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L675
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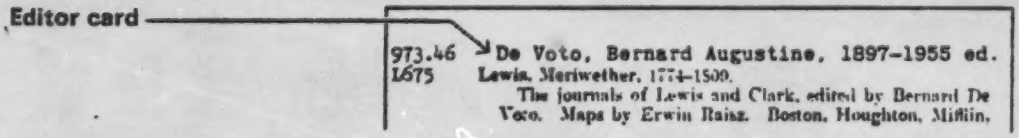
Lewis, Meriwether, 1774–1809.
The journals of Lewis and Clark, edited by Bernard De Voto. Maps by Erwin Raisz. Boston, Houghton, Mifflin.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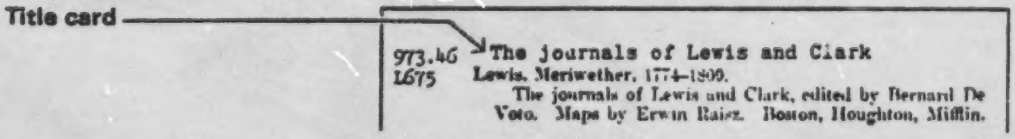
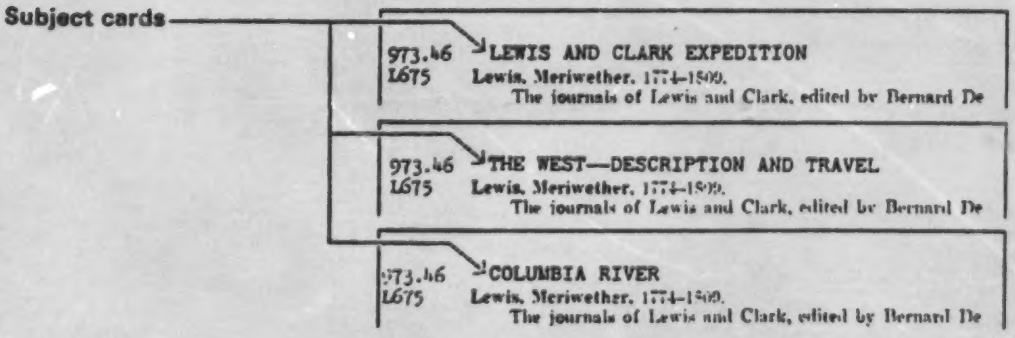
De Voto, Bernard Augustine, 1897–1955 ed.
Lewis, Meriwether, 1774–1809.
The journals of Lewis and Clark, edited by Bernard De Voto. Maps by Erwin Raisz. Boston, Houghton, Mifflin.


Title card
973.46
L675
The journals of Lewis and Clark
Lewis, Meriwether, 1774–1809.
The journals of Lewis and Clark, edited by Bernard De Voto. Maps by Erwin Raisz. Boston, Houghton, Mifflin.



POSSIBLE RESEARCH TOPICS AND RESOURCES

I. Arabs

A. Topic: Learning to be a gracious guest in an Arab home.

B. Topic: How does Islam affect the political ideas of most Arabs?

C. Resources:

1. Fitch, Florence M. Allah, the God of Islam: Moslem Life and Worship, Lothrop, 1950. Explains the influence of the Muslim religion on the Arab people.

2. Henderson, Larry. The Arab Middle East, Nelson, 1970. An introduction to Arab manners, customs, religion, industry, education, and values.

3. MacLean, Alistair. Lawrence of Arabia, Random, 1962. Bibliography, includes accounts of Bedouin customs, manners, tribal rule, and tribal feuds.

4. UNICEF, "Hi Neighbor" series, Book 5: Burma, Guatemala, Spain Sudan, UAR. Hastings, n.d. pp. 52-63 describes Arab religion, village life, literature, festivals, food, games, and music.

II. Aztecs

A. Topic: The Aztecs were known for religious rites involving human blood and human sacrifice. Imagine that you are an Aztec and describe and justify these ceremonies.

B. Resources:

1. Bray, Warwick. Everyday Life of the Aztecs. Putnam, 1969. An outline of Aztec social structure.

2. Von Hagen, Victor W. The Sun Kingdom of the Aztecs. World, 1958. A re-creation of Aztec life before Cortes.

* 3. Keating, Bern. Life and Death of the Aztec Nation. Putnam, 1964. Emphasizes Aztec mores, culture, and religious beliefs.

III. Bell, Alexander Graham

A. Topic: Identify the people in Bell's life and tell how they helped him.

B. Bell's patent for the telephone was contested in the courts. Investigate lawsuits brought against Bell by two individuals or groups. Why did each feel he had a valid claim?

C. Resources:

1. Burlingame, Roger. Out of Silence Into Sound, Macmillan, 1964. Traces the development of Bell's life and inventions.

* More difficult reading.

2. Shippen, Katherine B. Mr. Bell Invents the Telephone, Random, 1952. Biography. See also recording based on this title.
3. Stevenson, Orlando J. Talking Wire: The Story of Alexander Graham Bell, Messner, 1947. Biography.
4. Costain, Thomas B. The Chord of Steel: The Story of the Invention of the Telephone, Doubleday, 1960. Emphasizes the period of Bell's life when he made the tests that led to the invention.

IV. Bill of Rights

A. Topic: If the Bill of Rights were to be added to the U.S. Constitution today, how might it differ from the Bill of Rights of 1971?

B. Resources:

1. Kelly, Frank K. Your Freedoms: The Bill of Rights, Putnam, 1964. Also in paperback from Bantam.
2. Douglas, William O. A Living Bill of Rights, Doubleday, 1961. Amendments to the Constitution that are particularly relevant today.

V. Bolivar, Simon

A. Topic: Compare the personalities of Bolivar and George Washington. (Bolivar is often called the "George Washington of South America".)

B. Resources:

1. Rink, Paul. Quest for Freedom: Bolivar and the South American Revolution, Simon, 1969. Gives background of the times and describes Bolivar's role in the formation of the new South America.
2. Young, Bob, and Young, Jan. Simon Bolivar, the George Washington of South America, Hawthorn, 1968. Biography.
* 3. Bushnell, David, comp. The Liberator, Simon Bolivar: Man and Image, Knopf, 1970. Bolivar's writings and modern assessments of him from various points of view give insight into his life and character.

VI. Canada

A. Topic: Describe the importance of the St. Lawrence Seaway to some aspect of the Canadian economy.

B. Describe one or more influences of the United States on Canadian business. What are the advantages and disadvantages for Canada?

C. Resources:

1. Moore, Brian. Canada, Time, 1963. A panorama of Canadian history and development.
2. Toppings, Earle. Canada, Follett, 1967. Extensive illustrated view of Canada.

*3. Barber, Joseph. Good Fences Make Good Neighbors: Why the U.S. Provokes Canadians, Bobbs, 1958. Discusses U.S. Canadian relations.

VII. Lee, Robert E.

A. Topic: In your opinion, what military skills and personal qualities enabled Lee to achieve military success, usually against great odds? Use one of his battles as an example.

B. Resources:

1. Commager, Henry S. America's Robert E. Lee, Houghton, 1951. Illustrated biography contains a summary of the Civil War.

2. Freeman, Douglas S. Lee of Virginia, Scribner, 1958. Lee's life before, during and after the Civil War.

*3. Dowdey, Clifford. Lee, Little, 1965. Psychological biography shows how Lee's early development influenced his personal qualities and military skills.

VIII. Pollution, Environmental

A. Topic: Study the area within a mile radius of your home for evidence of pollution. Describe your findings and suggest ways to eliminate the pollution.

B. Resources:

1. Aylsworth, Thomas, G. This Vital Air, This Vital Water: Man's Environmental Crisis, Rand, 1968. Reviews the causes and effects of air and water pollution, pollution control, and careers in this field.

2. Grava, Sigurd. Urban Planning Aspects of Water Pollution Control, Columbia Univ., 1969. Overview of various aspects of water treatment and pollution control in the United States and other countries.

3. Herber, Lewis. Crisis in Our Cities, Prentice, 1965. Points out causes of air and water pollution, discusses sewage and industrial wastes, and proposes solutions.

IX. Twain, Mark

A. Topic: Judging from Twain's treatment of the character "Jim" in Tom Sawyer and in Huckleberry Finn, what do you think was the author's attitude toward Negroes? Give examples.

B. Contrast the tone of Huckleberry Finn with that of The Mysterious Stranger. How did Twain's view of life seem to change in the period between beginning the first book and completing the second one? Give examples.

C. A recurrent theme in Twain's writings is man's inhumanity to man. How is this theme expressed in A Conneticut Yankee in King Arthur's Court; Pudd'nhead Wilson; and Huckleberry Finn?

D. Resources:

1. Eaton, Jeanette. America's Own Mark Twain, Morrow, 1958. Biography against the background of America in Twain's time.
2. Gordon, Edwin. Mark Twain, Macmillan, 1966. Biography also appraises Twain's works.
3. McNeer, May. America's Mark Twain, Houghton, 1962. Relates events in Twain's life to his work and gives examples.
4. Salsbury, Edith. Susy and Mark Twain: Family Dialogues, Harper, 1965. Excerpts from letters, diaries, books, and manuscripts.
5. Wood, Playsted. Spunkwater, Spunkwater! A Life of Mark Twain, Pantheon, 1968. Biography emphasizes Twain's character and personality.

* 6. DeVoto, Bernard A. Mark Twain's America and Mark Twain at Work, Houghton, 1967. Also in paperback. The influence of the times on Twain's works, his work habits, his difficulties.

* 7. Kaplan, Justin, comp. Mark Twain: A Profile, Hill & Wang, 1967. Also in paperback. Critical evaluations of Twain's work.

* 8. Geismar, Maxwell. Mark Twain: An American Prophet, Houghton, 1970. Examines Twain's work and stresses his role as social prophet.

X. Women

A. Topic: Study the lives of several famous women. What problems did they have to overcome to attain success? What problems might men not have to encounter?

B. Resources:

1. Daugherty, Sonia V. Ten Brave Women, Lippincott, 1953. The progress of women in the United States as seen through the lives of ten women from Anne Hutchinson to Eleanor Roosevelt.
2. Jacobs, Helen Hull. Famous American Women Athletes, Dodd, 1964.
3. Nathan, Dorothy. Women of Courage, Random, 1964. The careers of Susan B. Anthony, Jane Addams, Mary McLeod Bethune, Amelia Earhart, and Margaret Mead.
4. Ross, Nancy W. Heroines of the Early West, Random, 1960. Women who explored the Far West along with the first men in the area.

XI. Additional Topic Suggestions

A. Topic: "Knight Life"

Find out more about the knighting ceremony and the life of a knight. Students can begin by looking in the encyclopedia under KNIGHT or KNIGHTHOOD. If you were being knighted and were planning your celebration, what would it be like? What food would be served? What games would people play? What entertainers would perform?

B. Students may wish to find out more about sports as careers. In addition to team sports, such as football, basketball, and hockey, students may investigate tennis, figure skating, golf, bowling, skiing, rodeo, roller skating, and boxing.

Two professional sports popular outside the United States are soccer (called football in other countries) and bicycle racing. Pupils may be interested in comparing these with careers in professional baseball.

HOW TO DO RESEARCH - TEN BASIC STEPS

I. Getting Started
   - A. Step 1: Choosing a subject.
   - B. Step 2: Reading for background.
   - C. Step 3: The preliminary outline.
   - D. Step 4: The working bibliography.

II. Researching Your Report
   - A. Step 5: Finding sources of information.
   - B. Step 6: Using sources of information.
     1. Judging reference sources.
     2. Taking notes.

III. Preparing Your Report
   - A. Step 7: The final outline.
   - B. Step 8: Writing and revising.
   - C. Step 9: Documenting your report.
     1. Footnotes
     2. Bibliography
   - D. Step 10: Preparing the final report.
     1. The written report.
     2. The oral report (optional).

INDEPENDENT STUDY CONTRACT

Name of Student_____Title of Study_____

Estimated Completion Date_____

Listed are the main questions (or ideas) I plan to explore:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Listed are the sources of information I plan to use:

_____

_____

_____

_____

_____

_____

_____

_____

I will present my study in _____ (place and format)

I want my study evaluated by this set of criteria:

WRITTEN	ORAL

I will compile the results of the evaluation of my study and file them for future reference and use.

_____
Student's Signature

_____
Project Advisor's Signature

_____
Date

MATERIALS TO DEVELOP B - 3

Basal Textbooks: Laidlaw, OCEANS AND ORBITS,
"Into The Depths", pp. 18-19,
"Under The Sea In Ships", pp. 20-21,
"Attack of The Turtle", pp. 22-39,
"Did You Know?", pp. 84, 95, 126,
"Computers", p. 85.
Economy, LINESCAPES,
"Planetary Politics", pp. 13-19.
Scott Foresman, DIMENSIONS,
"Snobber", pp. 56-64,
"The Otters Tale", pp. 9-23,
"Echo and Narcissus", pp. 146-149,
"Wander-Thirst", p. 36,
"Travel", pp. 244-245.

Workbooks: Prentice-Hall, Inc., BE A BETTER READER, BOOK I,
pp. 40-41, 136-137.
Economy, THOUGHTVAULT, pp. 64-65, 190-191, 196-197, 203.
Cambridge, READING AND ACHIEVING, pp. 62, 63, 64, 65,
71, 72, 73, 81, 82, 83.

Worksheets: The Instructor Publications, Inc., PRACTICE IN
CRITICAL READING SKILLS, BOOK A, pp. 4, 5, 6, 10, 11.

B-4

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OBJECTIVE B - 4

Given a selection, the student generalizes as to the author's purpose and form of writing and thinking; such as fact, fiction, or opinion, inductive and deductive reasoning, and supportive statements.

PURPOSE

The purpose of this unit is to develop the thinking skills (critical reading skills) which are over, above, and apart from those in interpretation. The thinking skills include use of literal comprehension and interpretation but goes further than either of these in that the reader evaluates, passes personal judgment on the quality, the value, the accuracy, and the truthfulness of what is read.

Barrett's taxonomy states that critical reading is evaluative reading.

Evaluation or judgments about:

1. Reality or fantasy
2. Fact or opinion
3. Adequacy and validity
4. Appropriateness
5. Worth, desirability, and acceptability

DeBoer says that critical reading involves on the part of the student:

1. Searching for relevant materials
2. Evaluating the data
3. Identifying and comparing sources
4. Synthesizing the findings

Evaluation implies that there must be standards or criteria if the reader is to make a judgment. Thus, students are required to have the capacity to:

1. Suspend judgment
2. Interpret the writer's motives
3. Possess sufficient background of knowledge to provide a sound basis for judgment
4. Devise appropriate criteria to judge worth of the ideas read

Critical reading, then, involves thinking critically while one is reading. In making provision for teaching critical reading, no one technique appears to be superior to others. Thus in this unit, <u>inductive reasoning</u> will be developed as one form of thinking an author might use. Forms of writing using inductive reasoning developed in this unit will be <u>reality or fantasy</u> and <u>fact or opinion</u>.

Deductive reasoning will also be developed as a form of thinking an author might use. Forms of writing using deductive reasoning developed in this unit will be determining the author's purpose or author's intent and analysis of the purpose or intent in terms of the supportive statements.

Since a certain amount of maturity is necessary, many students are markedly deficient in critical reading. To overcome this situation, the student must deal with three levels of thinking:

1. A parrot-wise acceptance of whatever a student hears or reads.
2. A critical appraisal of the plausibility of his specific statements - a tendency "to check at least roughly on the validity and usefulness of his remarks".
3. An ability to appraise generalizations and abstract statements and to select the most valid of specific statements.

   To develop this higher level ability, the individual must learn to ask, over and over again, these two questions:

   "What do you mean?"

   "How do you know?"

Failure to deal with the three levels of thinking will result in misinterpretations and false conclusions. Misinterpretations and false conclusions may arise from many different causes:

1. The "hunt and peck" or "hit and run" method of reading makes it impossible to weigh evidence or even to get enough fragments out of the context to reconstruct the author's meaning accurately.
2. Taking figures of speech literally.
3. Interpreting seriously what the author intends to be humorous.
4. Lacking skill in recognizing clues to interpretation such as key words and key lines.
5. Inability to relate main ideas and details in patterns or in sequence.

Critical thinking is stimulated by having vital problems to solve. This creates a readiness for critical thinking which cannot take place in a vacuum. To develop critical reading and thinking, it is necessary for the student to learn:

1. To examine the facts critically.
2. To evaluate the facts.
3. To make comparisons among the facts.
4. To draw conclusions.
5. To make use of past knowledge and past experiences.

METHOD

I. Students learn that inductive reasoning is based on psychological theory that holds that the most lasting and usable generalizations are those individuals discover for themselves. Thus the learner must determine the relationship among the details leading to the generalization.

II. Students learn that deductive reasoning is based on the belief that much learning is facilitated by giving the learner the generalizations and requiring him to practice the concepts leading to the generalization.

III. Students learn the difference between statements of reality and fantasy and how they relate to the critical reading and thinking process. (inductive reasoning)

IV. Students learn the difference between statements of fact and opinion and how they relate to the critical reading and thinking process. (inductive reasoning)

V. Students learn to generalize about the author's pattern of writing which emphasizes the principle thought followed by its supportive detailed statements. (deductive reasoning)

VI. Students learn to determine the author's purpose and intent in writing a selection.

Inductive Reasoning and Deductive Reasoning

PROCEDURE

I. Students learn that inductive reasoning is based on psychological theory that hold that the most lasting and usable generalizations are those individuals discover for themselves. Thus the learner must determine the relationship among the details leading to the generalization.

A. Students learn to identify a generalization from a selection in which specific pieces of information supporting the generalization are given.

1. By looking at what the supporting details say or imply, the student will be able to make a general statement.

Activity #1

When Kathy buys shoes at Martin's, which sells expensive shoes, they last many months. When Kathy gets her shoes at T-Store Discount, which handles inexpensive shoes, they wear out in a few weeks.

"What do the details say or imply?"

"Sentence 1 implies or says that expensive shoes last a long time."

"Sentence 2 implies or says that cheap shoes don't last very long."

"What general principle (generalization) does the statement suggest?"

"You get what you pay for." or "Price usually indicates quality."

Last week during the snow storm the Anderson family ran their car off the interstate, but because their seat belts were fastened no one was hurt. Because he was wearing his seat belt, Ted sustained only a small cut when the car he and his father were in skidded on the ice last night.

"What do the details say or imply?"

"Sentence 1 implies or says that wearing seatbelts protected the Anderson family from harm."

"Sentence 2 implies or says that wearing a seatbelt kept Ted from being seriously hurt."

"What general principle (generalization) does the statement suggest?"

"Seatbelts can protect people from serious injury."

Lucy was in a hurry so she jumped into the car recklessly and slammed the car door on her finger. When she got to the school Lucy hurried down the hall, slipped on a wet spot on the floor, and fell. When she finally decided that it wasn't worth hurrying, she walked normally and made it to her classroom without further incident.

"What do the details say or imply?"

"Sentence 1 implies or says that when you hurry you can become reckless and hurt yourself."

"Sentence 2 implies or says that hurrying can cause you to become careless and hurt yourself."

"Sentence 3 implies or says that when you don't hurry, you're less apt to be careless and hurt yourself."

"What general principle (generalization) does the statement suggest?"

"It's often better not to hurry." or "Hurrying often causes accidents."

II. Students learn that deductive reasoning is based on the belief that much learning is facilitated by giving the learner the generalizations and re-requiring him to practice the concepts leading to the generalization.

A. Students learn to identify the information or examples given in a selection after being told the general principle (generalization).

1. The students read some fables, write down what the examples are in the fables after being told the moral (generalization).

Activity #2

The Wind and The Sun

"My dear Sun", said the Wind. "I know you are strong. But you can see that I am much stronger. When I blow, I can take the roof from a house. I can blow the waves into the air. Big trees cannot stand when I blow at them. No one is so strong as I am."

"I do not do those things", said the Sun. "But I am stronger than you are, Wind. I can show you if you want me to."

"How can you show me?" asked the Wind.

"Well", said the Sun, "there is a man coming down the road. He has on a big coat. Can you make him take his coat off?"

"I can", said the Wind.

The Sun hid in a cloud and the wind puffed and puffed. The Wind tore at the man's coat, but the man held it close. At last the Wind had to give up.

"Let me see you do it, then", said the Wind.

Then the Sun came out and shone down on the man. Soon it got so hot he had to take his coat off.

"You win, Sun", said the Wind. "I must say you are stronger than I."

"What general principle (generalization) does the statement suggest?"

"You get less done if you try to make others do what you want."

"What are examples of the moral?"

"The wind tried to force its wishes upon the man."

"The sun proceeded to accomplish its wishes in a normal, natural way."

The Hare and The Tortoise

One time the hare was telling how fast he could run.

"I have not lost a race in my life", he said. "I am fast as the wind when I go at full speed. I dare some one to race me."

"Well", said the tortoise, "I will race you if you want a race."

"That is a good joke", laughed the hare. "I could not find anyone who goes as slow as you do."

"You boast too much", said the tortoise. "Do you want to race or not?"

"I will race you down to the lake and back to this tree", said the hare.

"Good!" said the tortoise. "One, two, three, go!"

The hare gave a jump and was on his way by the time the tortoise took a step. The hare laughed as he ran.

"That poor tortoise!" he said. "How can he hope to beat me? I will show him how fast I am. I will lie down and take a little nap for a while and still beat him."

The hare lay down and went to sleep. The tortoise was very, very slow, but he did not stop. He passed the sleeping hare and kept on to the lake. Back he came. Again he passed the hare.

When the hare woke up from his nap, the tortoise was a foot from the tree. The tortoise had been there some time when the hare got there, so the hare lost the race.

"What general principle (generalization) does the statement suggest?"

"Do not boast that you are better than others."

"What are examples of the moral?"

"The hare boasted that he was as fast as the wind and the tortoise was the slowest thing he could find."

"The tortoise did not stop for anything but steadily kept doing his task." "Thus, the tortoise completed the task before the hare."

The Boy Who Cried, "Wolf!"

A boy used to take his sheep out to feed them each day. On the side of the hill near town were some thick woods. There was snow on the top of the hill, but lower down lay a patch of green grass. The boy had no toys and no one to play with. He looked down on the town and saw the men at work.

"I know a good way to get them to come up here", he said. "They do not have to mow that hay all day long."

So he put his hands to his mouth and cried, "Wolf! Wolf!"

The men dropped the rakes and picked up their bows and arrows. They ran to the boy.

"Where is the wolf?" they cried. "Show us!"

"He ran away into the woods", said the boy.

The men did not go back for a while, and the boy had a good time. The day after, the boy did the same thing.

"Wolf! Wolf!" he cried.

Again the men came. Again the boy had to say that the wolf had run away. The day after that the boy was out again with the sheep. But then a big gray wolf did come out of the woods.

"Wolf! Wolf!" cried the boy.

"He may call all day if he wants to", said the men. "That boy will not fool us today. There is no wolf."

So the wolf ate up all the boy's sheep.

"What general principle (generalization) does the statement suggest?"

"If you tell lies, no one will know when you tell the truth."

"What are examples of the moral?"

"The men believed the boy twice when he told lies."

"The men did not believe the boy one time when he told the truth."

Critical Reading

Statement Of

Reality and Fantasy

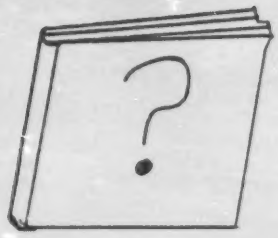
III. Students learn the difference between statements of reality and fantasy and how they relate to the critical reading and thinking process. (inductive reasoning)

A. Introduce the idea of the difference between reality and fantasy.

1. The newspaper stresses reality as it lists thousands of facts in reporting daily happenings around the world. Magazines contain lengthy factual reports on items of general interest. The student textbooks used daily contain proven facts on every page.
2. In fiction or fantasy, the reader accepts the author's flights of imagination. The reader may find the story dull or exciting, but he knows that it is only a story. It may be based on historical facts or an authentic experience. The author, however, shapes the facts to make his story more interesting.
3. The reader may read books and articles that claim to be true. The author may list facts and figures to prove his story. To the uneducated, the printing of these facts in a book or article is proof enough. "It must be true. I read it in a book", sometimes is said by people.
4. The reader is bombarded from all sides by stories of reality (fact) and fantasy (fiction). The reader must be able to determine what is a statement of fantasy and a statement of reality.

W

Activity #3



"Only In A Book"
What you need - paper, pencil.

Read the following two sentences...

The steamboat churned the waters as it headed down the quiet river.

With a twitch of his nose, the elf rose above the clouds.

One of these sentences could actually happen. In other words, it's not real or couldn't actually happen. Many books and stories that you have read are of this type. Which sentence that you just read do you think is fiction or not real? Well...could a steamboat go down a river? Of course! How about an elf's flying above the clouds? You're right. This could not really happen and so this sentence is fiction!

Below are fifteen sentences. You are to determine which of these sentences are fiction. There is a circled letter after each sentence. Begin with the first sentence...do you think that it is fiction? If you do, write down the circled letter on a sheet of paper. Now continue doing the same with the rest of the sentences. If you are correct, the letters that you write down will spell a very famous person in American fiction! Remember...only write down the letters after the sentences that could not happen in real life.

1. As soon as the bird landed on the tree branch, the squirrel popped out of its nest. (S)
2. The boy swam so much that he began to grow fins. (P)
3. The mountain opened its side upon hearing the magic word. (A)
4. The river flowed so swiftly that the early settlers had a difficult time crossing it. (P)
5. As the settlers were crossing the river, it changed its direction and overturned the wagons. (U)
6. The lady in the picture suddenly winked at me (L)
7. Cindy, the spider, could spin her webs into letters so that they could be read. (B)
8. As the small boat was crossing the lake toward the island, the island began to spin around like a top. (T)
9. The army of warriors stormed the village settlement and burned down every building. (C)
10. The Morgan twins looked so much alike that everyone was always confusing one for the other. (A)
11. The horse was so large that he could travel one mile with just one stride. (M)

12. The crops were dying until Pete lassoed a rain cloud and pulled it over the farm area. (Y)
13. The man was able to throw his voice so that it seemed as though the doll were talking. (T)
14. The balloon followed the small boy all the way home. (A)
15. The small boat hid in the swamps so that the larger boats wouldn't find him. (N)

Follow Up:

Let's see if you can write a fictional story! That is, you are to make up a story that could only happen in a book! You can make it as wild as you want...just be sure that it could not happen in real life.

Here are a few ideas, if you need any help getting started.

...a boy inside of a whale
...a stubborn helicopter
...a giant who visits a town
...a tree that grows money

Self-Check:

PAUL BUNYAN

Activity #4

Could It Be?

Directions: Read the sentences. Some could really be true and some are just make-believe. Read each one and put a check on the correct line, True or Make-Believe.

Let me see...Could it be?

		True	Make Believe
1.	The goblin said, "oogle, google".	____	____
2.	Two cars were tied together.	____	____
3.	Santa Clause fell down the chimney.	____	____
4.	Geese fly thousands of miles.	____	____
5.	Lots of boats were on dry land.	____	____
6.	"I love peanuts", said the elephant.	____	____
7.	We grew a money tree.	____	____
8.	Sambo ate 150 hotcakes.	____	____
9.	Acorns are a kind of nut.	____	____
10.	The building is 101 stories high.	____	____
11.	The yardstick was four feet long.	____	____
12.	The rabbit had pink eyes.	____	____
13.	An airplane landed on the water.	____	____
14.	The dead-end street turns right.	____	____
15.	Puppies hatch from eggs.	____	____
16.	The moon is made of green cheese.	____	____
17.	People may someday live on the moon.	____	____
18.	The grass on the field was not real.	____	____

Activity #5

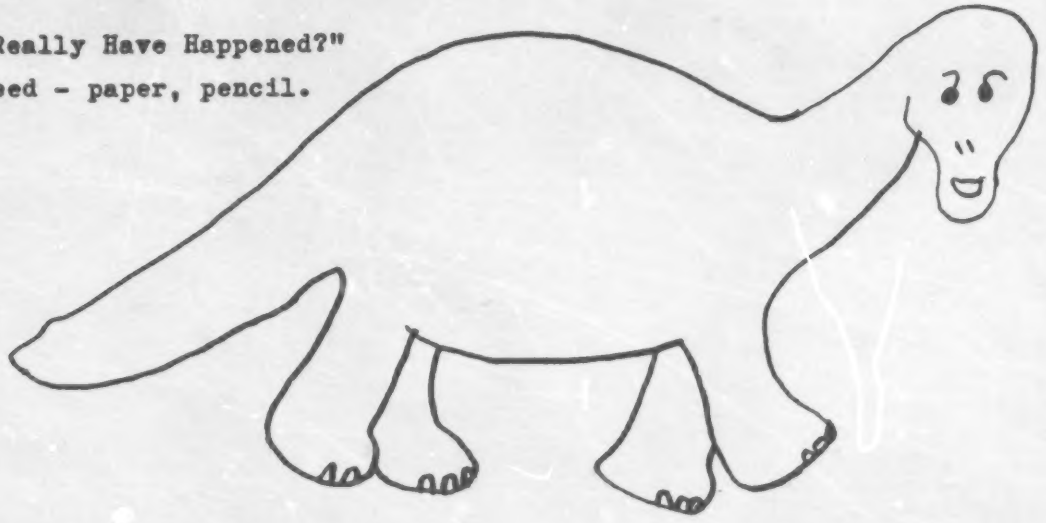
Can It Be?

Directions: Do you think these statements could really be true? Could they really happen? Think about each statement. Write + if you think it possible, and 0 if you think it probably is fantasy.

1. a green worm _____
2. a broken cup _____
3. size 36 shoe _____
4. blue spotted paper _____
5. brown water _____
6. people ten feet tall _____
7. people on the moon _____
8. a crooked ruler _____
9. a round square _____
10. rubber cement _____
11. car going 150 mph _____
12. gun that shoots air _____
13. dull scissors _____
14. a dog wearing a coat _____
15. book with no cover _____
16. a dog with horns _____
17. dinosaur eating grass _____
18. grass three feet tall _____
19. shoe without laces _____
20. a flying fish _____
21. the sky is falling _____
22. a flash of thunder _____
23. a lazy person _____
24. a stuck drawer _____
25. a live robot _____
26. a boiling cold day _____
27. three twins _____
28. a sleepwalker _____
29. a purple cow _____
30. a grass carpet _____
31. a flying boat _____
32. two cats barking _____
33. an unmailed letter _____
34. frozen soup _____
35. a man with a wig _____
36. an ink pencil _____

Activity #6

"Could It Really Have Happened?"
What you need - paper, pencil.



It was loud and noisy out on the school playground, but then it always was at recess time. There were the same kids doing about the same things they usually did. A few were shooting baskets, others were swinging, and some were playing tetherball. Then it happened! Right there in the middle of the playground!

I couldn't believe my eyes...but there it was. There stood a huge dinosaur with this silly grin on his face. Well, kids were running in every direction. They didn't know whether or not to be frightened. After all, dinosaurs were not normally found on our playground.

I thought that he looked rather friendly and I'm sure that he was just about to say something when Mr. Bell, the principal, came outside and ordered all the children to go to their rooms at once. And you know what happened then? Just as we were turning to go inside...there came a blinding flash of light and the dinosaur was gone!

Well, that flash of light scared all of us, but I think Mr. Bell darn near fainted. His eyes got very VERY BIG and his arms and legs began jerking all over. Before we knew it he was gasping for breath and hollering for a glass of water.

Ask yourself this question now that you have read the story. Could it really have happened? Well, let's list the parts of the story that could have taken place.

1. noise on a school playground
2. kids playing tetherball, shooting baskets, and swinging
3. kids running in every direction
4. Mr. Bell ordering kids to classrooms
5. Mr. Bell appearing to have a fit

Sure...all of these things could have taken place. If we used only these things in the story, then it might have been a true story. But what happened to change this? Sure...along comes a dinosaur who then leaves in a flash of light. We know that dinosaurs lived on this earth millions of years ago. This is fact. But to find one today in the middle of a school playground is just nonsense. This type of story is called fiction.

Read the following sentences and see if you can figure which are fact and which must be fiction. Notice that each sentence has one letter circled. On a sheet of paper, copy down the letters, in order, of only those sentences that you think are fiction. If you are right the letters will spell the name of the dinosaur!

1. The river floods when (w)e have a lot of rain.
2. The (h)ouse did not like living in the city.
3. The horse flew (o)ver the mountain.
4. The boys went swimming in the pon(d).
5. Jane was so small that she could be ca(r)ried in her mother's pocket.
6. The st(a)rs in the sky winked at me.
7. The (c)ow jumped over the moon.
8. The magician seemed to make the (l)ady disappear.
9. The noise fro(m) the truck frightened the child.
10. The owl and the mic(e) went sledding on the new fallen snow.

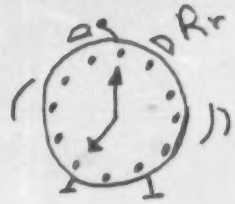
Follow Up:

Use your reading book. Turn to the table of contents and look at the titles of the stories. By reading only the title, try to figure out if the story is factual or fictional. Then turn to the story and see if you were right.

Self-Check:

2. H
3. O
5. R
6. A
7. C
10. E

Activity #7



"And Then I Woke Up"
What you need - paper, pencil.

The path wove in and out and around the most beautiful mountain I had ever seen. I was walking along the path wondering where it might lead... maybe to an even prettier part of the mountain...when I first noticed a strange smoke. It seemed to be seeping out from under a large rock. Well, of course I was curious as could be, so I pushed the rock until it rolled out of the way. Why I couldn't believe what I saw! The smoke was coming from a green and red caterpillar. I looked even closer and saw that he had a small pipe in one of his many hands.

Well...what do you think!! Was the person dreaming or do you think that this really happened? Well...the first part certainly might have happened... but you would have to be dreaming to see a caterpillar smoking...wouldn't you! Sure...this person was dreaming.

Following are several more super-short stories. You are to determine whether the person is dreaming or if each story is really happening. You must read the stories carefully because they aren't as easy as the first story! When you're finished you may check your answers in the Self-Check. Pleasant dreams!!

Super-Short Story Number One:

James was sprawled out on the floor of his bedroom. He had his favorite records playing. He lay there sort of staring at the ceiling. It seemed as though the music was floating through the room above him.

Do you think this was a dream?

Super-Short Story Number Two:

Cindy opened the back door of her house and called for her dog, Rags. She could see him at the back of their yard. He began running toward her... but the closer he came the larger he grew. By the time he reached the back steps he was larger than Cindy.

Do you think this was a dream?

Super-Short Story Number Three:

Oh...he felt so helpless! There he was out for a hike and in front of his very eyes a large bird swooped down out of the sky and grasped a small rabbit in its feet. Away it flew with the rabbit kicking.

Do you think this was a dream?

Follow Up:

Below are the beginnings of two "super-short" stories. You are to finish both of them on a sheet of paper. The first time you finish the stories you should write them so that they could happen in real life. But then write them again...only this time make the stories so that they could only happen in a dream.

There we were...right in the middle of this huge crowd. Everyone there was getting more excited by the minute. It wouldn't be long now.

Round and round we went. I was on a large white horse that went up and down. It seemed as though the merry-go-round was going faster and faster. Then all of a sudden.

Self-Check:

1. Not a dream.
2. It was a dream.
3. Not a dream.

5. Relating statements of reality and fantasy to the critical reading and thinking process would follow the steps of:
   a. Identifying the problem.
   b. Examining the facts critically.
   c. Evaluating the facts.
   d. Making comparisons among the facts.
   e. Drawing conclusions.
   f. Making use of past knowledge and past experiences.

   The good reader brings a questioning mind to his reading. If he reads with care, he questions many of the statements he reads in books and magazines. He puts some reports in a "doubtful column" and waits for more facts. He questions them because they do not fit in with his previous experience.

Identifying the problem:

A few years ago the newspapers carried many stories about "UFOs" (unidentified flying objects). People all over the United States reported seeing strange objects flying in the sky at night. Some were described as cigar-shaped; others were said to be shaped like saucers. Most of them glowed with a strange light.

Opinion was divided as to the existence of these UFOs. The nonbelievers scoffed at the idea that spaceships from another planet were visiting the earth. They demanded proof. The people who believed in flying saucers formed organizations to compare and investigate all reports. Their investigations made them only more certain that the UFOs were spaceships from another planet. They wrote and published books and articles to prove their theories.

Examining the facts critically:

Airline pilots, who can be considered trained observers, reported that they had seen UFOs. When the arguments pro and con had reached their climax, the government decided to investigate. All the information was gathered together, checked out, and evaluated. The final report stated that as yet

there was no actual proof of the existence of the reported flying saucers. Since then, there have been very few reports of UFOs.

If you were following these arguments in the newspapers and books, how would you test the truth of these stories? First, you might say that never in your experience have you seen a flying saucer. And you probably do not know anyone who has seen one. But then, there are many things you have not seen - an atom, for example.

Evaluating the facts:

Making comparisons among the facts:

Second, you might go on to ask questions like these:

1. Why is it that no one has seen these flying saucers land on the earth?
2. Why have they been seen only at night?
3. Could natural phenomena, such as the northern lights, cause people to think they have seen flying saucers?

Drawing conclusions:

Third, you might say that until more definite proof is offered, you will reserve your opinion.

Making use of past knowledge and past experiences:

Check what you read against your experience. Suppose you are reading for the first time that water expands when it freezes. You begin thinking how cold it was last winter. You remember how the milk froze on the back porch and pushed up the cap of the bottle. It suddenly occurs to you that there must be water in milk. How will you find the answer?

If you read carefully, you draw from your memory to explain new facts and ideas you meet in reading. And the other way around: you use what you read to explain things that have happened to you in the past.

Critical Reading

Statement Of

Fact and Opinion

IV. Students learn the difference between statements of fact and opinion and how they relate to the critical reading and thinking process. (inductive reasoning)

A. Introduce the idea of the difference between fact and opinion.

1. An opinion is a form of belief not quite as strong as positive knowledge. Opinions, even though based on facts, transcend the absolute certainty of facts and incorporate varying degrees of speculation, confidence, and judgment. Most theories and generalizations are forms of opinions.

2. Facts are things having actual existence. Facts are existing bits of known and verifiable information. Facts can be divided into two categories. Defined facts are those which have an absolute certainty of existence because we have created them by consensus. (2 plus 2 equals 4) They are true because of agreement and convention. Empirical facts are those which have been discovered, generally as a result of inquiry and systematic investigation. (Mars orbits the sun.)

3. By believing that readers should be able to differentiate between facts and opinions, it is possible to conclude that we believe facts are "better" than opinions. It must be remembered that when facts are used for a significant purpose, they are most frequently used in the context of an underlying belief or assumption rather than as a foundation in and of themselves. Another weakness of facts is that they may produce a distorted view of reality. The reader must test and evaluate both facts and opinions critically.

<u>Activity #8</u>

When identifying statements of fact or opinion with emphasis on statements of opinion, the student's first examples of opinions should be so obvious that everyone can agree that they are. Students have been taught for years that any words coming from adults are to be accepted without thought.

Teacher: Albany is the capital of New York. Is that a fact or an opinion? (Students agree that it is a fact.)

Teacher: California is the most beautiful state in the Union. Is that a fact or an opinion?

Ted: That's a fact.

Teacher (laughing): You must come from California, Ted. Some might think Texas or some other state is the most beautiful.

Mike: Then it's an opinion.

Teacher: Right. Make up a few statements you think are facts and a few that you think are opinions and bring them in tomorrow.

Then you may ask the other students which they think is fact and which is opinion and see whether they agree with you.

Activity #9

Using color advertisements, ask the class to write statements of fact and opinion about each advertisement. For example:

Fact

a. A woman is hanging clothes on the line.
b. The sun is shining; the grass is green.
c. The woman is smiling.

Opinion

a. She is smiling because a man is installing a dryer and she will never need to hang her wash again.
b. She is smiling because that new detergent got her clothes so white.
c. She is smiling because her husband got a big raise.
d. She is smiling because she is leaving on a two-week vacation without her children.

Activity #10

W

Identifying Opinion

Here is a report on a baseball game as it might appear in a school newspaper. The reporter is a student at the school. Each of the sentences is numbered for easy reference. First read the report all the way through, disregarding the numbers. Then do the exercise that follows.

1. Last Saturday was the day of the big game between Eastview High and Lakeside High. 2. The entire student body had hoped for a sunny day. 3. They were all disappointed. 4. It was a cold, cloudy day. 5. The game got off to a slow start, and the first three innings were scoreless. 6. In the fourth inning Ted Clay got on base with a single to left field. 7. He is one of the best hitters on the team. 8. Al Nester drove him home for the first run with a three-base hit. 9. Following him, Hank Neely hit into a double play. 10. The umpire called him out, but we think he was safe. 11. Everyone in the stands booed the umpire. 12. Eastview held its one-run lead up to the ninth inning. 13. Then Lakeside's Al Levy got lucky. 14. He hit a line drive and stopped at third base. 15. You could feel the tension in the air as the next batter came up. 16. After two strikes he ended the ball game with a home run to left field. 17. Final score: Lakeside 2, Eastview 1.

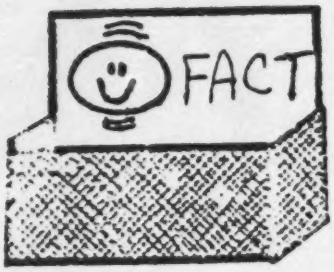
Write the numerals 1 to 17 on your paper. Read again each of the above sentences. Write F for each sentence that is a statement of fact. Write O for each sentence that expresses an opinion.

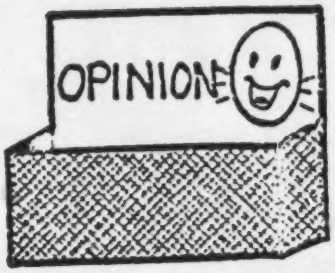
KEY:

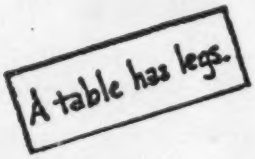
1. F	6. F	11. O
2. O	7. O	12. F
3. O	8. F	13. O
4. F	9. F	14. F
5. F	10. F	15. O
		16. F
		17. F

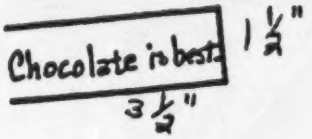
Activity #11

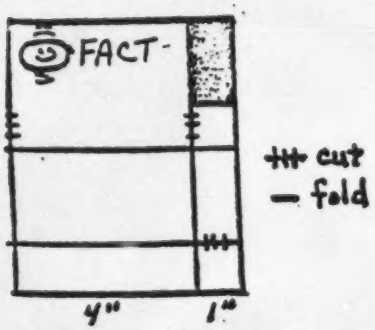
When identifying statements of fact or opinion with emphasis on statements of fact, the student's first examples of facts should be so obvious that everyone can agree that they are.











Sorting Boxes may be used for practicing almost any type of skill desired.

Materials: 2 pieces of 6 x 6" 4-ply poster board,
4 pieces of 6 x 6" contact paper,
30-40 3½ x 1½" oaktag cards,
water-base magic markers.

Directions: Rule off each 6 x 6" piece of 4-ply poster board as illustrated. Cut away the two black sections. Illustrate for: Fact, and Opinion. Cover both sides of each 6 x 6" piece with clear contact paper. Next, cut and fold along the lines as indicated above to form the boxes. Use staples to secure the side flaps. Print the cards and cover with contact paper.

FACT:

George Washington was the first president of the United States.
You cannot play baseball without a bat.
Use scissors to cut.
Objects fall down.

Wool is made from lamb's fleece.
To sew, you need to use a needle.
Illinois is in the U.S.
The highest mountain in the world is Mount Everest.
A lion is a wild animal.
Green is a color.
A library stores books.
The giraffe has the longest neck of all animals.
Cats like to chase mice.
Running a race makes your heart beat faster.
A fork has prongs.
There are 365¼ days in a year.
Trains run on tracks.
Sand is particles of rock.
Oceans contain salt water.
Plants are living things.
A dentist cares for the teeth.
Every baby has a mother.
A table has legs.
The auto is faster than a horse.

OPINION:
A ring around the moon indicates rain.
Men and women prefer mystery stories.
Breathing in a paper bag will stop hiccups.
The rose is the prettiest flower.
An island is everyone's favorite place to spend a vacation.
Men prefer blondes.
Gym is more fun than art.
The best way to stay healthy is to eat an apple a day.
Vegetarians are healthier.
Taking vitamin "C" prevents colds.
It will be a long, cold winter
McDuffy's makes the best hamburgers.
Basketball is more popular than hockey.
Lemonade is not as good as iced tea.
Chocolate is best.
Poodles are the friendliest dogs.
Modern is better than old.
Aunt Sarah's fudge is creamier.

President Lincoln was the finest president.
Sugar and cream make coffee taste better.
Fishing is best at night.
The tastiest fruit is an orange.
At a circus, clowns do the most work.
All birds migrate.
The best ride at a carnival is the ferris wheel.

READING IS BELIEVING?

Did you notice that the title of this lesson is followed by a question mark? A question mark is usually a signal that an answer is wanted. Chances are that you might need to think for a bit about whether reading **is** believing. But this question is an important one for you, **Can you always believe everything you read?**

Look around your classroom. Then think about the different rooms in your home. What different kinds of reading material might you find in your classroom or at home? Check them off. Answers may vary.

___ textbooks
___ newspapers
___ magazines
___ filmstrips
___ bulletin boards
___ reference books

You may have checked off all of the above items because as you grow and live from day to day, you come in contact with hundreds of such materials. The information in all of these materials is usually presented as factual. But you may find that information printed in books, magazines, newspapers, and so on is not always accurate or factual. You may not always be able to believe what you read. Is reading always believing?

When you read and understand the information that is presented in your social science books, you are reading well. But to read even more effectively you should also **judge** the ideas being presented. Are they statements of **fact** or are they statements of **opinion?**

The following statements tell something about either a fact or an opinion. Based upon your knowledge of fact and opinion, try to identify each of the following descriptions by writing **fact** or **opinion** in front of it.

fact 1. It is something that has **really happened.**

opinion 2. It tells what a person thinks **should happen** or **will most likely happen.**

opinion 3. It says what one person **believes** about a subject.

opinion 4. It is the **feeling** that a person has about a subject.

fact 5. It has been **proved to be true.**

You probably recognized that statements 1 and 5 told about facts. The other statements in the list all described opinions.

Knowing what facts and opinions are is only one step. The next step is to learn how to recognize when statements are either proven facts or someone's opinion. Which sentence below seems to fit the description of a fact, and which fits the description of an opinion? Write **fact** or **opinion** on the line before the statement which fits each.

fact 1. Alaska is the largest state in the U.S.A.

opinion 2. Alaska will have more visitors next year than any other state in the U.S.A.

By checking information about Alaska in a reference book such as The World Almanac, you can compare the total land area for all of the states. It has been **proved to be true** that Alaska is the largest state. Therefore, statement 1 is a statement of fact.

Sentence 2 is a statement of opinion. The writer of this statement is telling what he thinks is **likely to happen.** He is telling his **feeling.** It has not yet been proved to be true. Maybe Alaska will have more visitors than any other state in the U.S.A., but as the statement stands now—it is only an opinion of what might happen.

VV

FROM FORCE TO LAW

FOR USE WITH PAGES 430-437 in Dimensions

A good reader is also a good thinker and does not believe everything he reads simply because it appears in print. He knows that even a factual article may include statements of opinion as well as factual statements; therefore, it is important to recognize the difference between the two.

A factual statement can be proven. For instance, if someone says, "There are three pencils in my desk drawer," this statement can be proven to be either true or false. Maybe there are three pencils; maybe there is only one pencil in the drawer. Regardless of whether the statement is true or false, it is a factual statement because it can be *proven* to be correct or not correct.

On the other hand, a statement of opinion can be more difficult to recognize for it can reflect the personal judgment of the writer, or it might be a matter of degree, or it may express values. When someone says, "This type of paper is better to write upon than that kind," he is making a statement of opinion. In his personal opinion that type of paper is best. It suits him, but someone else may have an entirely different opinion. Statements of opinion could be debated endlessly for there can be no proof, whereas factual statements are subject to proof.

Read the following statements based on the selection "From Force to Law." Decide which are factual statements that can be proven to be true or false, and which are statements of opinion. On the dotted lines below, write *F* if the sentence is a factual statement; write *O* if it is a statement of opinion.

____ During the Middle Ages, ordeal by fire was one method used to indicate guilt.

____ The ordeal by battle was fairer than the ordeal by water.

____ King Henry II began the trial by jury system.

____ The principle that government should be based upon law rather than upon force was England's greatest contribution to civilization.

____ King John was the worst ruler England ever had.

____ The wisest thing the nobles did was to force John to sign the Magna Carta.

____ The Magna Carta stated that the people had certain rights and that a king had certain duties toward his people.

____ Runnymede was located on the Thames River.

____ The efforts of the noblemen did more harm than good.

____ The best move King John could make was to submit to the demands of the barons.

____ The name *jurors* comes from the Latin word *juro*, meaning "I swear."

Activity #14

"Trip To The Museum"
What you need - paper, pencil.

Jody didn't have to be reminded to get out of bed this morning! Oh no... not today. Today, Jody's class at school was going on a field trip to the museum. She could hardly wait to get to school. No sooner had the teacher taken attendance than the bus arrived to take them to the museum.

Once at the museum a young man was introduced to them. His name was Mr. Blackmore and he was to be their guide through the museum. He explained the general layout of the museum and told them of some of the things that they would be seeing. Then they began their tour.

On the tour Mr. Blackmore explained many things to the children. Some of the things he said were factual while others seemed to be more his opinion. You are to help Jody decide which of Mr. Blackmore's comments are factual and which ones are his own opinions.

Mr. Blackmore's comments are listed below. If you think the comment is factual...you are to write down the letter that is circled in it. If you are correct in choosing all of the factual comments, the circled letters will spell the thing that Jody liked best at the museum.

"This painting was done by a Dutch artist."
"This cup is made of gold."
"This is the most beautiful painting in the museum."
"We will have to take the stairway up to the second floor."
"The other vase is prettier."
"This Egyptian mummy is over 2,000 years old."
"The artist who painted this died when he was only twenty-one years old."
"You will have thirty minutes for lunch."
"Now we're coming to the best part of the tour."
"The museum closes at five o'clock."
"This painting was purchased for $10,000."
"Our glass collection may be the finest in the country."
"This cabinet was hand carved."

Follow Up:

Open your reader to any story. Read through the story and write down any opinions you may find. See how many you can find in just one story!

Self-Check:

S was

C cup

U up

L old

P painted

T thirty

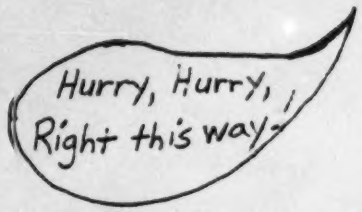
U museum

R purchased

E carved

Activity #15

"Visiting The Side Show"
What you need - paper, pencil.



"Hurry...hurry...step right this way! You don't want to miss the greatest little show on earth!" called the man in front of the side show. "Hurry... hurry...buy your ticket now to see the most amazing sights you've ever seen. You'll see Fifi the Fat Lady, JoJo the Iron Man, and many, many more of the most unusual people in the world! Hurry...hurry..."

Ted was so excited that he almost felt dizzy. This was the first time that he had ever been to a "real live" circus. In fact, this was the first time that a circus had come to Clanceyville. But here it was...there could be no mistake about it with the big top in front of him, sawdust beneath him, and the marvelous smells of cotton candy and popcorn all around him. Golly...why were his parents walking so slowly? It seemed as if they would never get to the big top itself!

As Ted slowed down to wait for his parents he began listening to the man in front of the side show. The more he listened, the more interesting it sounded. Boy...would he like to go in and see all of the unusual people. His parents were finally approaching.

"Mom...Dad...", said Ted excitedly, "could we go in the side show before the circus? Please...oh please! We have time and it sounds terrific!"

"Well...that's just it!" said his Dad. "It sounds great! In fact, he makes it sound a lot better than it really is."

"Oh...please Dad", wailed Ted. "I won't be disappointed...I just know it. The man said that they have the fattest lady in the world in the side show plus a lot of other great things."

"Now just think about that for a second." responded his father. "How on earth could anyone be sure that she is, in fact, the fattest lady in the entire world? He is giving you his opinion and not necessarily a fact."

"Oh Dad", said Ted, "I don't really care about that. I just want to see a real live side show!"

Well...Ted and parents did go into the side show and Ted did love it! But...his father was right! Ted saw and heard many things that "sounded" good but, in fact, were only opinions.

The following are some of the things that Ted heard as he walked around the side show. Some of the things are, indeed, facts...but many are only the man's opinions. Read these comments and determine which are only opinions. You will see that in front of each comment there is a letter in parentheses. If you think

that the comment is an opinion, then write down this letter on a sheet of paper. If you are correct in determining which comments are opinions, the letters will spell what Ted liked most in the circus.

(H) "Fifi the Fat Lady weights 432 pounds."

(C) "Jojo the Iron Man is probably the strongest man alive."

(I) "Jojo will bend this bar of iron."

(L) "Yes sir! I think Little Lola has over a hundred tattoos on her body."

(G) "Step right over here, folks, and see Samantha and her twelve snakes."

(O) "Samantha is the only person in the world to work with twelve snakes at the same time."

(W) "Watch Erik the Fire Eater...the most daring person in the world."

(T) "Prince Radie will swallow five knives at the same time."

(N) "It is likely that no other person can stretch his skin like Alfie the Rubber Man."

(R) "Zilpha will attempt to read the mind of someone who is in the audience."

Follow Up:

You will need a magazine for this activity. Look through this magazine and cut out several pictures. Glue these onto a sheet of paper. Under each picture write an opinion you have about the picture. For instance, if the picture is of a horse...you could write..."I think that this horse is pretty." Write an opinion under each picture. Make sure that they are opinions and not facts about the pictures.

Self-Check:

C L O W N

Activity #16

"Add Up The Facts"
What you need - paper, pencil.

Here's a math problem that will take more than just math to solve. Below is a list of sentences. Some of them are factual. They state something that has actually happened or is true. But some of the sentences are peoples' opinions. They state someone's personal judgment about something.

As you read each sentence you are to decide whether it is a fact or an opinion. If it is a fact you are to write down the numeral in front of the sentence on a sheet of paper. If you are correct with the first group of sentences, the numerals will add up to 25. Let's see how well you can do!

6 Julius Caesar was a Roman emperor.
8 Julius Caesar was the greatest leader the Romans ever had.
4 The German army won many battles.
10 Martin is over six feet tall.
7 Vermont is a fine place to go for a vacation.
5 Rhode Island is the smallest state in the Union.

Well...did your numerals add up to 25? Try this next group of sentences. If you are correct and find all of the factual sentences, the numerals will add up to 26.

8 The train no longer stops at Burtonville.
9 Jack's father is an awful driver.
10 The Snooks Brothers Show is the funniest show on TV.
7 Cleano soap cleans your clothes better than all other brands.
10 We have over 500 books in our classroom library.
8 I got a watch for my birthday.

If you're brave...try these next sentences. In this group the factual sentences add up to 50!

9 The United States is the best country in the world.
15 Chevrolet makes better cars than Ford.
10 Joe is taller than Henry.
8 Kathy went to Florida on her vacation last year.
15 Napoleon was a leader of France during the early 1800's.
12 Lincoln was a better president than Washington.
8 Apples taste much better than oranges.
10 We bought a new car last month.

6 That movie was terrible.

13 The Yummie Candy Bar is the best candy made.

7 Our stereo is not working.

Follow Up:

Try this super "add up the facts"! The factual sentences will add up to 80!!

5 The state bird of North Carolina is the cardinal.

8 Ireland has terrible weather.

10 The yo-yo is the best toy made.

20 I own 93 marbles.

14 The new boy's name is Frank.

13 Ontario is a province in Canada.

18 Heating with oil is better than heating with electricity.

21 We spend too much money on exploration of outer space.

17 Water plays an important role in the health of the body.

11 We drove to California last year.

Activity #17

"But It's In A Book!"
What you need - paper, pencil.

Will had a puzzled look on his face. He was working on hi
in the school's library. His teacher, Mr. Adams, had asked him
the earth was formed. So here he was with two different books.
him something different. Now which one was he to believe? He
he copied down both and took them back to his teacher.

The next day Mr. Adams read Will's report to the class...

"The earth was probably formed when a star moved c
sun and pulled gases away from the sun. These gases e
the planets in our solar system."

book -- The Solar System
by Henry J. Bade

"Most stars have twins in the universe. Our sun n
It exploded and formed the planets in our solar syste

book -- The Universe
by Joyce T. Mack

"Well...", said Mr. Adams. "It looks like Will has disco
He has found two books which disagree as to the formation of t
this isn't unusual...books often disagree! What you must do i
statements more carefully. Look at the first one again! The
his statement by saying "The earch was probably...sure...this
a clue. You see that the author is really just giving you his

"Now look at the other statement", said Mr. Adams. "This
that the sun may have had a twin sun...You're right...here's a
You see...many authors do just this."

Mr. Adams gave the class the following sheet of quotes fr
He explained that they were to try to find which quotes were r
opinions and not really factual. Help Will do his. When you
you think is an opinion, write down the underlined word on a s
you are correct, the underlined words will make up a sentence

"Water pollution may someday kill all of our fresh wat
"Our country might never have grown so fast without t
the cotton gin."
"The giant redwood trees of California are the oldest
on earth."
"Florida is the best place to spend a winter vacatio

"It is very hot along the Amazon River."
"The Mississippi River is the longest river in the United States."
"Water skiing is great fun."
"The flight to Hawaii is too expensive."
"The Panama Canal connects the Pacific Ocean with the Atlantic Ocean."
"The island country of England is a better place to live than the island country of New Zealand."
"It is ugly in that cave."

Follow Up:

Now...you write the opinions!! Below are sentences that are factual. You are to rewrite them so as to make them opinions. For example...

Fact -- This car gets 21 miles per gallon of gas.
Opinion -- This car may get more miles per gallon than any other car you could buy.

Now it's your turn...

That tree is over 1,000 years old.
This horse has won 36 races.
Henry's new coat is red.
Michael can play the guitar.
My teacher is Mr. Whitmore.
Chris is flying his kite.

Self-Check:

Our country is great to live in.

Activity #18

"The Slide Show"
What you need - paper, pencil.

There was nothing Harry enjoyed more than showing his slides. Therefore, you can imagine his excitement when Mrs. Diller, his teacher, asked him to bring his slides to show the class. She had asked him to put together a show which included pictures from all parts of the United States. So this is what he did. The following are some of his comments while he was showing his slides...

"This is a slide of the Mississippi River. It is the largest river in the United States."

"The oranges in this Florida orange grove are much better than those grown in California."

"You can ride on these cable card in San Francisco."

"This is the Sears Building in Chicago. It is one of the tallest buildings in the world."

"The state of Kentucky is more beautiful than Tennessee."

"There is just nothing of interest to see or do in Alaska."

"It is extremely hot in Death Valley."

"The people who live in Montana are very hard working."

"As you can see, the Smoky Mountain Range is most beautiful in the fall."

"Ohio is known as the Buckeye State."

"The ride through Kansas is very boring."

"The beaches around St. Petersburg, Florida, are the most beautiful in the world."

Many of Harry's comments were factual. That is, he told of an actual thing or event and maybe added some actual facts about it. For example, look back to the first comment he made. He points out that the slide is of the Mississippi River and then adds that it is the largest river in the United States. This first comment, therefore is factual!

But some of Harry's comments were not factual. Instead, he expressed his own opinions. That is, he was making personal judgments about the things or places. For instance, look at his last comment. You can see that Harry is using his personal judgment about the beaches around St. Petersburg. Someone else might disagree with Harry and think that some other beach might be more beautiful. Therefore, we would consider this comment an opinion.

You are to re-read all of Harry's comments and decide which of his comments are OPINION. When you find an opinion statement, you are to write down the word

in that comment that has been circled. If you are correct in finding all of Harry's opinions, the circled words will form a sentence that states another of his opinions. Good luck!

Follow Up:

Below are factual statements. See if you can rewrite each so that it is an opinion!

Dogs make good pets.

Van Gogh was a great artist.

The elephant is a large animal.

We get the Sunday Times newspaper.

The tulips are red and yellow.

The Civil War lasted four years.

Self-Check:

The state of Montana is very beautiful.

Activity #19

"Which Report...?"
What you need - paper, pencil.

Chuck and Lee each had a report to do for school. Their teacher had asked them to look up information concerning fish and write about what they found. Chuck was able to walk to a library and find a lot of facts about fish. Lee wasn't able to get to a library...so he wrote his report using mostly his opinions. Below are the two reports. You are to read them and decide which report was written by each boy.

"Fish"

There are many kinds of fish in the oceans. The smallest fish is less than half an inch long. The largest fish is the whale shark, which grows up to sixty feet long. The most dangerous fish is the stonefish. It is very small but has poisonous spines that can kill a person in a few minutes.

"Fish In The Sea"

There are a lot of different kinds of fish. The largest fish is probably the shark, but there are fish that are really small. Some fish are dangerous and may even be able to kill a person. There are probably more fish than all other animals on our earth.

Well...what do you think? Which boy do you think wrote the first report, "Fish"? Was it Chuck who went to the library? Or was it Lee who wasn't able to go to the library? Well...which report has the facts? Sure...the first report!! So...you're right...Chuck wrote the first report!

Lee wrote the report called "Fish In The Sea". Just look at all of the opinions in it. After all, he cculdn't get the facts!

Below are two reports written by other students in Chuck and Lee's classroom. You are to decide whether the student was able to go to a library and get some facts on the topic...or if he simply wrote using his opinions.

"The Ohio River"

The Ohio River is a very long river. It might be one of the longest in the United States. Many pioneers probably used it to travel west. Many cities grew large because they were located along this great river. Most days of the year you might see many boats carrying goods to and from markets.

Dan's report...

What do you think...? Did Dan go to the library?

Ruth's report...

"The Giant Redwood"

Redwoods are the tallest trees in the world. They often grow 200 to 275 feet high. Some have trunks that are 8 to 12 feet in diameter. Redwood trees only grow along the west coast of the United States. They grow so close together that they shut out most of the sunlight. Many redwood forests have been made into national parks.

Do you think that Ruth was able to go to the library?

Follow Up:

Below is a list of factual sentences. You are to change each one so that it gives an opinion. For example, look at this next sentence...

Tastee candy bars are made from pure chocolate.

You could make this factual sentence into an opinion like this...

Tastee candy bars are probably made from the best chocolate in the world.

Now make the rest of the sentences into opinions!

1. Harold has an English bicycle.
2. Chris can play the saxophone.
3. We just bought a new car.
4. He planted a maple tree.
5. They have grapes growing in their backyard.
6. That rocking chair is over 50 years old.
7. Their racetrack is fifty feet long.

Self-Check:

Dan did not go to the library.

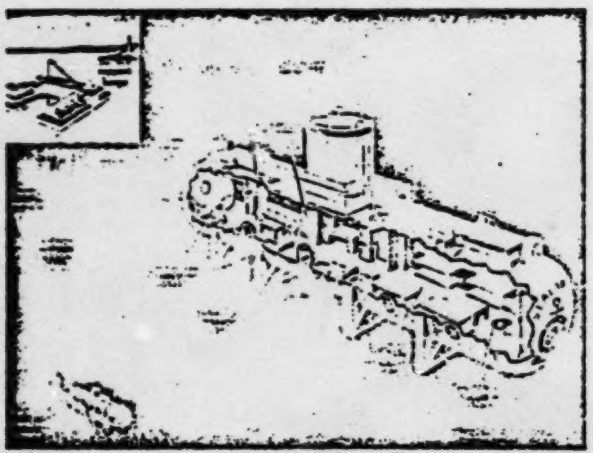
Ruth did go to the library.

VV

EXPLORING THE SILENT WORLD

FOR USE WITH PAGES 93-103 in Dimensions

Look at the diagram below and then read the account of the Navy experiment aboard Sealab II.



By V. Puglisi, *Time Magazine* © Time Inc.

Sealab II

Scott Carpenter, famous for his flight in space, is also noted for another scientific accomplishment. He was the first man to stay under water for thirty days at a depth of over two hundred feet. Carpenter was able to do this with the aid of Sealab II, a twelve-by-fifty-seven-foot steel cylinder. He and ten other men lived aboard Sealab II, frequently leaving the lab to conduct experiments in the water. The entire length of time spent beneath the surface was forty-five days. Three groups of ten men rotated each fifteen-day period. Only Carpenter stayed through two time periods, thus establishing his thirty-day record.

The purpose of the Navy experiment was to see how long man would be able to work effectively and live comfortably so far under water. Well-equipped medical and science laboratories were located on board Sealab II so the doctor could check the aquanauts to see that they were feeling no ill effects from their experience.

Most of the problems the men encountered came during explorations outside of Sealab II. They wore foam-rubber suits for protection against the water temperatures, always fifty to fifty-five degrees. The suits didn't offer as much protection against the cold as the men had hoped. If a diver moved too quickly, the water would pour down his back through a gap in the neck, or seep in through an opening at the end of a sleeve. Even if the suit fit perfectly, a diver could still feel the cold after a while. At the beginning of the project, some of the men had to return to Sealab II after short periods of time. But they soon accustomed themselves to the water temperatures.

Carpenter noticed that divers seemed to react slowly to problems. He attributed this to the many things a diver must keep in mind to survive under water. A diver constantly had to ask himself if the air tasted right, if his hoses were free of water, if there was enough oxygen left in the tank, or if his diving partner was nearby in case of trouble. He had to be careful he did not change water pressure too quickly. The deeper he was in the water, the greater the pressure on his body. If he came up too quickly, the change in pressure could cause the "bends," a condition that could lead to death.

The men always used some sort of guideline when they went away from Sealab II because it was easy to get lost in the huge ocean. One of the most unusual experiments conducted involved a porpoise named Tuffy. Tuffy had been trained to react by swimming toward sounds made in the water. For example, if a diver was in trouble, he pressed a buzzer to attract the porpoise's attention. Tuffy swam to him, carrying safety lines on a halter fastened around his body. Tuffy was also trained to carry messages from the support barge located on the surface directly above Sealab II. He could make the round trip

in ninety seconds. During his off-duty hours, Tuffy was kept in a pen in the water alongside the barge.

Life inside Sealab II simulated life on land as much as possible. The men could wear the same clothing and eat the same foods they would in their own homes. They had daily mail delivery, hot water, home-cooked food, a television set, and telephone calls from their families.

Despite these conveniences, there were some unusual aspects to life inside Sealab II. The atmosphere was not like the air we breathe. Instead, the mixture of gases the men breathed was mainly helium, which is lighter than air and is used in balloons to make them rise. This gas caused the men's voices to rise in pitch and the words to tumble out. For the full length of time they were under water, all the men sounded as though they were part of an animated cartoon. They found it hard not to laugh when they were given orders. It seemed strange to hear Commander Carpenter give commands in a voice that sounded like Donald Duck's. No one was able to smoke because it was impossible to light a match. Water, which normally boils at two-hundred-twelve degrees, would not begin to boil until the temperature was over three-hundred degrees.

The men entered Sealab II from the outside through a hatch, which was always open. Water never flooded the lab because the pressure inside was the same as it was outside. Therefore no force pushed the water into the chamber. If there had been more pressure on the outside, the water would have rushed in and crushed the lab and its occupants.

At the end of the forty-five days under water, everyone agreed the project was a success. Man is able to live quite normally for a length of time under the water. Now man will be able to investigate and obtain the great quantities of food and mineral resources located under the sea.

Below are statements based on the article. These are either fact—something that is true—or an opinion—something that is believed but is not based on positive knowledge. On the dotted line to the left of each sentence, put an *O* if it is an opinion, an *F* if it is a fact.

____ Because of his achievements, Carpenter is the greatest astronaut of all time.
____ Carpenter stayed under water for thirty days.
____ The foam-rubber suits the divers wore did not keep the cold out.
____ It took longer than necessary for the men to get used to the water.
____ Divers react slowly to problems.
____ A diver has too much to think about.
____ It is dangerous for a diver to change water pressure too quickly.
____ Tuffy is the most unusual porpoise that ever lived.
____ Tuffy was able to save divers by swimming to them with safety lines.
____ The man who trained Tuffy must have been a good swimmer.
____ Life on board Sealab II was as comfortable as home.
____ Helium is lighter than air.
____ Water would not boil in Sealab II until it was heated to over three hundred degrees.
____ Man is happier under water than on land.
____ Being able to live under the sea is a greater accomplishment than orbiting in space.
____ There are resources under the sea that man can now investigate.

4. Dealing with facts when they are used as assumptions.

Recognizing assumptions: An essential ability for adult readers is the ability to recognize assumptions. Here is a brief, hypothetical, but rather representative passage. See if you can determine the assumptions that the author makes.

Since children in this country are at least three years behind those in most European countries in achievement, the need for educational reform becomes increasingly evident. As we search for the causes of the vast gap, we should look first at our teacher training institutions. The educationist's rejection of advice from his colleagues in academic areas is one reason. Professors of discipline areas who are concerned with what children learn should have a strong voice in teacher training.

Now, let's examine some of the assumptions that the writer makes. First, the writer makes the unsupported statement that there is a vast gap in education. Such a statement, which serves as the basis for his following arguments, requires objective support.

Second, he makes the statement that educationists reject advice from their colleagues in academic areas. Again, this is glibly made but unsupported by the writer.

Third, he implies that educationists are not concerned with what children learn. This is a little more artfully hidden, but here, too, is an example of writing which denies the critical reading ability of the audience.

So what does the statement contain? Several unsupported statements cemented together with the opinions of the author.

We cannot expect a primary grade child to critically analyze such a statement as we should. We can, however, build a background which will ultimately lead to that ability. For example, in the upper primary grades you may approach it in this way with your pupils.

"Sometimes when we listen or read, we come across a statement which is supposed to be true and, from that, the speaker tells what will happen next. If the statement does not turn out to be true, then what is supposed to happen next may not be true.

5. Dealing with signal words when quickly finding statements of fact and opinion.

The use of a word or two can change the meaning of the sentence or paragraph. For example, words like however, moreover, and nevertheless will change the entire meaning of the sentence. In reading, ask them to look for the word because; this is a clue to why something took place or will take place.

Words like yet, otherwise, although, not, or, nor, and in spite of change the flow of thought. They are sometimes called contrast words. Words like and, more than that, moreover, furthermore, also, and likewise mean that the reader should go ahead because there is more to follow.

When the reader sees enumerative words like first, second and the next three, he knows exactly how many things to look for.

If the author uses words and phrases like it was the opinion of....., supposed, and assumed, one knows the author is giving opinions and these are not always the facts. The reader should determine whether the materials is fact or opinion. He should look for accuracy in statements and to make comparisons with other information he has read. He should learn to see something beyond the words alone.

Activity #21

1. Help children evaluate newspaper accounts by looking for key words which indicate opinion rather than fact. Here are some statements of the type to look for:
   a. There is probably more snow here than any place in the country.
   b. The remains just discovered may be the missing link.
   c. This appears to be the driest spot in the nation.
   d. Doodling Dad's paintings show the precision and forcefulness of a great artist.
2. A variation of the above is to have children separate fact from opinion:
   a. Yesterday's rain, which lasted for five hours, was probably the worst downpour in our history.
      Fact: It rained yesterday.
      The rain lasted five hours.
      Opinion: It was the worst downpour in our history.
   b. Jim Simmons, who is exactly six feet tall, must be the tallest boy in school.
      Fact: Jim Simmons is six feet tall.
      Opinion: He is the tallest boy in school.

c. Mrs. Gotrocks, often said to be the wealthiest woman in the country, was shopping yesterday in Woolworth's.

Fact: Mrs. Gotrocks was in Woolworth's yesterday.

Opinion: Mrs. Gotrocks is the wealthiest woman in the country.

3. Have children make a collection of phrases that may be used to introduce statements not definitely known to be true. For example: it has been reported that; reliable sources inform us; one witness said that; rumor has it, etc.

Activity #22

MORE ABOUT FACTS AND OPINIONS

The lesson **Reading Is Believing?** gave you several ideas about sorting out facts from opinions. You should be able to tell the difference between facts and opinions more easily now. But there is still more to be learned.

What do you recall about opinions? Check the descriptions which fit.

- √ 1. Opinions tell what a person thinks should happen or is likely to happen.
- √ 2. Opinions say what one person believes about a particular subject.
- √ 3. Opinions are the feelings that a person has about a subject.
- ___ 4. Opinions have been proved to be true.

The first three sentences should have been checked because they tell something about opinions. If a statement fits sentences 1, 2, or 3, that statement is probably an opinion.

A Quick Way to Spot Opinions

Another way you can recognize opinions is by looking for **signal words.** Here are some words commonly used to signal an opinion.

probably most likely perhaps
may possibly seems

Underline the signal word in each sentence that makes it a statement of opinion.

1. This is probably a bad day to play a game.
2. It seems that people who live on a desert cannot govern themselves.
3. The government may bring the war to an end next month.
4. Most likely the election has been won by the Governor's party.
5. It will take perhaps three weeks to feed all of the stranded cattle.

Look on page 92 to see if you chose the correct words.

Looking for Signal Words

When you read social science material, you may run into passages which contain both facts and opinions. It is important to be able to tell the difference between reports which are truly factual and those which are a mixture of fact and opinion.

Read these three accounts of the same battle in an imaginary war. Compare the accounts to find which one is strictly factual and which contain words which signal opinions.

Write **fact** next to the account which appears to be all factual. Write **opinion** next to those accounts which contain words that signal an opinion. Also underline the signal words in the two opinion paragraphs.

Blue Army and Green Army Engage in Battle

fact 1. The forces of the Blue Army fought with those of the Green Army again yesterday. Following the battle the Blue Army returned to the positions it had previously held.

opinion 2. The forces of the Blue Army suffered defeat at the hands of the Green Army yesterday. Perhaps the retreat of the Blues to the positions they held previously may indicate that surrender of the Blue Army is possibly very near.

opinion 3. The forces of the Blue Army, more prepared for battle than the Green Army, seem to have brought the Greens to defeat again yesterday. The Green Army probably realizes that their most likely chance of survival now is surrender to the Blues. - 704

6. Relating statements of fact and opinion to the critical reading and thinking process would follow the steps of:

   a. Identifying the problem.
   b. Examining the facts critically.
   c. Evaluating the facts.
   d. Making comparisons among the facts.
   e. Drawing conclusions.
   f. Making use of past knowledge and past experiences.

The good reader is able to find the facts he needs. In reading to answer a question, the reader often has to go through a great many facts that have little or no bearing on what he is looking for. He has to size up the details, pass by those that are not related to his problem, and select those he needs. In this way he is looking for likenesses and rejecting differences. The reader will use this skill in solving practical problems in everyday life. He will also read for details in many kinds of schoolwork.

Activity #23

Read the problem below. You will note a number of details you must attend to and others you should disregard in order to answer the following questions.

Identifying the problem:

How much change did the clerk give me? Was the change correct?

Answer the questions. Then write the number of each statement that helped you find the answer.

Examining the facts critically:

1. Last Saturday I went into town to buy groceries. 2. At the store, I pushed one of the carts around and loaded it with what I needed. 3. Some of the things I bought were a pound of coffee (87 cents), a pound of bacon (53 cents), a quart of milk(21 cents). 4. At the checkout counter I watched closely as the clerk entered each item on the cash register. 5. When he finished, he handed me the sales slip; it read $11.43. 6. Because I needed extra money, I made out a check for $20.00. 7. The date was October 2. 8. I handed the check to the clerk and he gave me the following in change:

two pennies; one nickel; one half dollar; three one-dollar bills; and one five-dollar bill.

KEY:

The clerk gave $8.57 change.

It was the correct amount.

The statements that give the necessary information are 5, 6, and 8.

What Next?

Being able to recognize and then sort out facts and opinions are part of your job as a careful reader. Once you have decided that a statement appears to be a fact, you should find out if that statement is accurate.

Evaluating the facts:

Take the following statement, for example, The Empire State Building is the tallest building in the world. Is this statement an opinion or a fact? How can you be certain? Check a reference book such as the World Almanac or the encyclopedia. If you are uncertain about a statement which appears to be a fact, you should check such references as The World Almanac or the encyclopedia for help.

Another Step

Making comparisons among the facts:

If you decide that a set of statements is factual, you must decide if all of the facts were given. Think about Joe's problem in this brief story.

> One warm spring day Joe was playing with a superball in his bedroom. At one point, he threw the ball with such force that it flew out the window! When Joe told his mother what had happened, she simply said, "Well, go out and find it." Joe's mother went on with her work singing happily.

What do you think will happen when Joe tells his mother that the window wasn't open?

Joe left out an important fact. You know how his mother probably would have acted if he had given her all the facts!

Therefore, even when statements <u>seem to be facts</u>, which of the following actions should you take in order to be sure?

__ 1. Don't reread the statements.

✓ 2. Check reference books to see if the information given is accurate.

__ 3. Accept the statements as they are.

✓ 4. Check to see if all of the facts were given.

Activity #24

The good reader knows how to evaluate an opinion.

If someone says "This ruler is warped", you can pick up the ruler, look at it, and test its straightness.

If someone says "Babe Ruth hit sixty home runs in 1927", you can go to the World Almanac or some other reference book and check the facts.

These are statements of fact. They can be tested by going to the records or by examining the object in question. Scientists check statements of fact by performing experiments in their laboratories.

But suppose someone says, "I think we should lower the age for voting." Or someone tells you, "All high school students should be required to take driver training."

You cannot test these statements by experiments with test tubes, or by looking up facts in almanacs. These statements are opinions. They are someone's judgment of a situation.

Identifying the problem of opinion:

We cannot test opinions in the same way we test statements of fact. But we can evaluate them. We can ask three questions about them: Who says so? Why does he say so? How does he know?

Who says so?

Examining the opinions critically:

* Is the speaker an authority on the subject, or is he talking from a superficial knowledge?
* Is the speaker well known?
* Is he a person with a reputation for honesty and wisdom? Has he been right in similar situations before?

Why does he say so?

- Is he interested in getting people to know the truth?
- Is he trying to get people to do something from which he will benefit?
- Is he just trying to attract attention to himself?

How does he know?

- Is he guessing?
- Does he have facts that other people do not have?
- Has he had special experiences that other people have not had?
- Has he studied the problem more than other people have?
- Does he have special sources of information?

Checking On Opinions

Evaluating the opinions:

If you decide that a statement is an opinion, you can't stop there either. You should check to see what facts are given to support the opinion. Think of the situation in the following paragraph.

> Going to school in colonial days was fun. The children got out of school in the early spring to help with the planting. They also started back late in the fall after the harvest was almost finished.

An opinion was expressed in the first sentence of this paragraph. What facts does the author present to support his opinion?

1. The children got out of school in the early spring to help with the planting.

2. They started back late in the fall.

In this case the author's opinion was supported by the facts mentioned in the last two sentences of the paragraph. You can understand the writer's opinion because he has added facts to support his opinion.

Making comparisons among the opinions:

Good reading in social science material requires sorting out and examining facts and opinions. Keep these questions in mind as you read.

1. Are there words which signal that a statement is an opinion?
2. Is the information accurate? (Check if you are not certain.)
3. Are all of the facts presented? (Check that all the facts have been given.)
4. Do opinions stand by themselves? (Check that there are facts presented to support opinions.)

Activity #25

Evaluating Opinion

Read the newspaper story below. The story was written in 1955 by the United Press, a news service agency. The headline was written by the Chicago Sun-Times.

[2]Adapted from the Chicago Sun-Times, October 26, 1955, by the United Press International.

Study Calls Flying Saucers A Myth[2]

WASHINGTON(UP) - The Air Force wound up an eight-year study of flying saucers by concluding there is no such thing.

Air Secretary Donald A. Quarles said Tuesday an investigation of almost 5000 "saucer" sightings produced "no evidence of the existence of the popularly termed flying saucers". He made public a 216-page book summarizing the inquiry.

The flying saucer study, called Project Blue Book and dating to mid-1947, showed that the Air Force is now able to identify as balloons, aircraft, astronomical bodies, or other objects all but 3 percent of the so-called flying saucers. The 3 percent are listed as "unknown".

(Out of 4316 citings reported to the Air Force from 1955 until 1962, only about 84 have not been ifentified as familiar objects, astronomical bodies, mirages, or optical illusions. - Editor.)

Read each test item and choose the answer you believe is correct. Print your answer to each item on your paper.

1. Who wrote the headline for the story?
   A. Air Secretary Quarles
   B. Chicago Sun-Times
   C. Project Blue Book
2. Secretary Quarles said that there was no evidence of flying saucers because:
   A. he didn't want people to report strange flying objects
   B. he wanted to hide the fact that the Air Force could not explain all of them
   C. nearly all the sightings had been explained and no evidence had confirmed the existence of flying saucers
3. Secretary Quarles knew about the so-called flying saucers because:
   A. he had seen them himself
   B. the Air Force, of which he was the civilian director, had studied reports of flying saucers for eight years

C. he had talked to everyone who reported seeing flying saucers

KEY:

1. C
2. C
3. B

Activity #26

Drawing Conclusions

Drawing conclusions in statements of fact and opinion:

In your reading you will occasionally come upon reports containing a great many facts without any conclusion as to what these facts mean. This is true of many government reports. It is often true of newspaper stories. Indeed, some newspapers pride themselves on presenting the facts without expressing an opinion, so that the reader can make up his mind for himself.

The question the reader has to answer is "What do all these facts mean?" or "What general explanation will cover them all?" In drawing a conclusion, you must be sure that (1) you have enough facts; (2) the facts really support the conclusion; and (3) you have taken into account the important facts.

Suppose that in several different articles you have come across these facts:

1. If you watch a sailing ship going away from shore on the ocean, the ship becomes smaller and smaller, then the hull is hidden, and finally the top of its mast disappears.
2. If you see the shadow of the earth on the moon during an eclipse, the shadow is curved.
3. Because a television beam goes in a straight line, you have trouble getting a picture fifty miles from the TV station.

From these facts, which of the following conclusions can you correctly draw?

1. The sun is much brighter than the moon.
2. The moon and the earth go round the sun.
3. The earth is shaped like a ball.
4. The sun bends a television beam.
5. A TV station is much taller than a ship.

KEY:

No. 3

Activity #27

CRITICAL READING: FACT OR OPINION?

Can you tell facts from opinions? Opinions are what people believe - but do not know - to be true. Opinions are worth reading, even though we cannot always depend on them to be true. It is good to know what other people think, especially if they are specialists. Often, this is the best information that we can get.

However, we can accept facts as being true. A fact may be something proved by experiments, checked by personal experience, or recorded in history. We often find names, dates, or other figures in material containing facts.

See how well you can tell facts from opinions in the short articles below. You will also have a chance to do some creative thinking of your own.

Accept other reasonable answers which indicate students are using critical and creative thinking.

1. So far as we know, the earth is the only planet that has life. Scientists agree, however, that there are millions of stars, or suns, in space. It is probable that other planets like the earth revolve around some of these stars. These planets may be much older than our earth, and they may have civilizations that are far more advanced than ours.
   a. Is the first sentence a fact so far as we know? Yes
   b. Is the second sentence probably true? Yes Why? Scientists agree that it is. T29
   c. Have the last two sentences been proved? No In the future, how may we learn if they are true? Astronauts may visit these planets. T29
2. During the 170 years that Russia and the United States occupied Alaska, sea otters were hunted for their fur. From 1743 through 1799 the Russians killed some 200,000 otters. In the 1860's a Russian named Baron Ferdinand von Wrangel became

manager of the Russian-American Company. He said that after every five years the otters must not be hunted again for three years. He also held the harvest of seals to 964 skins a year.

In 1867 the United states purchased Alaska. The same year, our hunters killed at least 5,000 otters. Finally Congress grew worried that all the otters would be killed off. In 1911 it passed an act against killing any sea otters. The act also stated that anyone caught with otter skins would be punished by a fine of up to $5,000.

a. Have you been reading facts or opinions in the paragraph above? Facts

b. Why do you think you can accept what was said above as being true? There are names, dates, and other figures in it.

psychology (sī kol′ e jē), the study of the mind.

3. Dr. Gary E. Stollak, an Indiana University professor of psychology, found that talking to someone helps a dieter shed pounds. He divided 120 overweight people into five groups. Each group followed a different routine for eight weeks. The only important weight loss was in a group whose members reported twice a week for talks to trained listeners. Each member also kept a list of all food eaten. The listeners noted each list and praised the dieters when praise was deserved.

a. Do you think this experiment was really carried out? Yes Why do you think it was or was not? The name of a person and place are given. T29

b. Other than talking to kind listeners, was anything done which may have helped

cause the weight loss of the one group? Yes If so, what? Their lists were praised when they deserved it.

4. All through the ages people have been using many old sayings to predict the weather. Some of these old sayings are reasonable and likely to be true, as for example: "A halo around the moon is a sign of rain." Moisture in the air would cause a halo, and moisture often becomes rain. So it might rain if there were a halo around the moon.

Here are some other sayings about weather:

(1) A gray sunset means a storm.

(2) Thunder in spring, cold will bring.

(3) Rainbow at night, sailor's delight.

a. Write the number of each saying which you think may be true. Give a reason for each choice.

(1) Gray clouds may bring a storm.

(2) A thunderstorm often cools the air.

(3) Rainbows are seen when a storm ends.

b. How could you really prove whether the sayings are true? Watch for the signs, see what happens.

Von Wrangel (von rang'gl), a Russian official.

Activity #28

• CRITICAL READING •

Many people believe *everything* they read. They think that anything stated in print must be true.

We must remember that many articles or books represent just one man's or woman's opinion. In such cases you have a right to question the opinion of the writer and to do your own thinking about the subject.

Of course, there are many articles and books which we would hesitate to question. We would be apt to accept statements made by an expert in his field; statements in an article in which the facts are "backed up" with figures, graphs, and charts; articles describing what a traveler saw in traveling through a foreign country; and so on. But when a writer simply gives his opinion on some subject, you should think carefully about his statements before you accept them as truths. Do your own thinking and agree or disagree as you see fit. If you don't know much about the subject, however, you should delay drawing definite conclusions until you have looked up more information. In the article below, the writer describes some money-making tricks. He also expresses his opinion, or the opinion of the one who used a trick, or the reason why the trick worked.

Carefully read the article below. Think about the writer's statements as you read. Question these statements if you like. Disagree with the writer if you think hat he is wrong. In other words, *read critically.*

TRICKS THAT RING CASH REGISTERS*

It happened to me years ago in Penfield. As a small boy, I earned spending money by selling eggs on my Grandpa's farm on Sunday afternoon.

Grandpa had a real fancy sign made for me. It was painted in three bright colors. It read FRESH EGGS. It had a fancy white chicken in the upper left-hand corner.

Then one day the rain and wind shattered my sign. So I made myself a crude, homemade sign and propped it on an old apple box. Being a small boy, I had put the S's on backward. My business doubled!

I had unearthed my first "trick of the trade" in life. The city folks figured I was just a country boy who didn't know about city prices.

I learned early in life that selling things to people is a "trick," but it is *not* "trickery."

Trickery can only be used once per person; tricks of the trade can be repeated day in and day out.

Since the Penfield days I have been collecting tricks of the trade. Soon business houses were writing to me for "some of your selling sizzles." I opened up shop.

My first customer was American Airlines. Working with these people in developing this new business, we quickly decided to leave out "safety belts" and "thunderstorms." The stewardess used to rush by and shout, "Better hook up your safety belt for the thunderstorms ahead!"

You gulped fast. Sweat poured from you. You wondered if you should cancel out at the next airport and take a train.

Now the stewardess says, "May I fasten your *seat* belt for the *climatic changes* of nature ahead?

You fasten yourself in, and relax as you watch the climatic changes of nature.

Some seventeen years ago people in a famous drugstore chain used a trick of the trade to get an egg into their milk shakes as a plus sale. Business was scarce in those days.

In the beginning the soda clerk would say: "Will one egg be enough?" nodding his head.

Most customers nodded back (monkey-see, monkey-do trick), and got the egg. When they got outside, they scolded themselves for having been taken in.

So, "One or two eggs in your shake?" was tried, with the clerk holding an egg in each hand, in full view of the customer.

The average customer (and that is all of us) would look first at one egg, then the other, and say, "Oh, one egg is enough." In actual tests, six out of ten customers replied this way.

Another drugstore chain in New York used a similar plan to sell large-size drinks. The clerks said "Large one?" nodding their heads.

We tested the idea on 5,000 customers and sold large drinks to 3,600 people.

That meant five cents more per customer. This increase in business saved many a small drugstore during an entire period of tough years.

The power of words!

Take the small firm that had difficulty in telling people its location until it used ads saying:

ACROSS THE STREET FROM MARSHALL FIELD'S

The subways that changed the weighing machines to read INSERT COIN instead of the usual INSERT PENNY. They now get a few nickels and dimes.

* Adapted from Elmer Wheeler, "Tricks That Ring Cash Registers," *Money Making Ideas*, Farrel Publishing Company, N.Y., 1950, pp. 74-76. (Condensed from *Nation's Business*. Copyright, The Chamber of Commerce of the United States, Washington, D.C.)

The boy at the ball park with the vending tray, who couldn't get through the crowd, shouting "Step aside, please!" Suddenly he shouted, "Watch out for the mustard!" and people quickly pushed aside to let him by with his tray of—peanuts!

The salesman who says, "Just put your okay here, lady," or, "Just spell your name out for our bookkeeping department." You see, people don't like to write their names when the clerk says, "Sign here."

The shoe clerk who removes your shoe quickly, and places it ten paces away so you can't suddenly leave the store while he is back in the stockroom looking for your size.

The cafeteria that puts desserts first in the line, before you have loaded up your tray with meat and potatoes. Desserts are high-profit items.

You will find trickery and tricks side by side; you must learn to know the difference. Use trickery and you are through, but use tricks of the trade and you are in for business success.

Take, for example, those shops that sell linens and handkerchiefs. Even on Fifth Avenue in New York City they are barren-looking, with signs like, "Going Out of Business," or "Forced to Sell," or the classic "Last Day."

I noticed their price tags. All on cheap cardboard, or even paper bags, and right on Fifth Avenue, no less. Where was the trick of the trade?

I stepped into one of the stores. I asked the pleasant Arabian salesman. His answer was as simple as mine was when I lost my fancy sign in the three weatherproof colors, with the white chicken. He said, "People read these cardboard signs and think we are stupid foreigners. They come in to take advantage of us. Fancy signs scare them away!"

Oh, hum, nothing has changed since Penfield!

Questioning Statements

1. What reason did the writer give for his egg business doubling after he made his sign? City people thought he didn't know what eggs were worth.

   Do you think his reason was a fact or an opinion? Opinion Why? Because he didn't know what people really thought.

2. Do you think the fact that tricks are allowed by law is a good reason to use them? No Why? The use of tricks is not an honest way to make money. T47

3. Do you think the changed wording which the writer suggested for the stewardess would cause you to relax? No Why? When she fastened my seat belt I would know there was possible danger ahead. T47

4. Suppose you had bought a milkshake in the drugstore described. Do you think you would have taken an egg in it because of one of the tricks the clerk used? Yes Why? I like to try new things. T47

5. Which of these two tricks would you accept as being more fair than the other: (a) the shoe clerk's trick, (b) the INSERT COIN sign? The shoe clerk's trick

   Why? It is fair that the customer should wait while the clerk is looking for his shoe size.

6. Do you think the salesman's reasons for using crude signs was sound? No Why? Customers might come in out of sympathy. T47

7. What is the author's opinion of "tricks of the trade?" Use tricks of the trade and you are in for business success.

8. Can you think of a trick which at some time caused you to buy something? _____ What was it? Answer varies with individual students.

9. When you read an article in the future in which the writer gives a personal opinion, what will you do? Think and question

10. If you don't know much about a subject, what will you do before passing judgment on the statements? Wait until I can get more information

Activity #29

• CRITICAL AND CREATIVE READING •

Do you accept everything you read just because it is in print? Many people do. It is hoped that you do not. Do you know that most articles and books represent the thinking of the person who wrote them? You have a right to do your own thinking about what you are reading, also.

While reading, you should often try to evaluate what is said. Pass your own personal judgment on the accuracy and truthfulness of what you read. Ask yourself if what is said sounds reasonable. Of course if you don't know much about the subject, you should find out more about it before arriving at a decision.

Passing judgment on something that a writer has said is called *critical reading.*

You should also read *creatively.* In doing creative reading, you leave the author's text and branch out on your own, thinking through to new solutions of a problem or sensing new relationships.

In working with the paragraphs below, you will have experience in both critical reading and creative reading.

Think carefully while reading each set of paragraphs. Then answer each question that is asked of you.

As you read the paragraphs, you will be given some information which represents the thinking of many people. You will have an opportunity to pass judgment on what others think, and you will also have opportunities to think beyond what they have thought and to express your own thoughts.

OPINIONS ABOUT UFO'S

For more than twenty years, flying saucers and other UFO's (Unidentified Flying Objects) have been seen and reported by many people. These accounts have come not only from the United States, but also from foreign countries.

Scientists, Air Force pilots, policemen, and people in many other walks of life have reported sighting UFO's. Many of these reports have been explained. Others have not.

John Glenn's Fireflies

While John Glenn was orbiting around the earth, he saw something which he called "fireflies." He said, "Spread out before me were literally thousands of tiny objects that glowed in the black sky like fireflies. . . . They were greenish yellow in color. . . . Watching them come toward me, I felt certain they were not caused by anything coming from the capsule."

M. Scott Carpenter made a space flight six months later. He evidently saw the same things that Glenn did, but he thought they were ice crystals. He said that when he knocked on the side of the capsule the "ice crystals" flew off.

Several photographs of the outside of spacecraft in orbit have been examined. None of them has shown anything on the outside surface of the capsule.

1. Do you think Glenn really thought that the objects were fireflies? No Why? The paragraph said he "called" them "fireflies."

2. Why was he certain that the objects didn't come from the capsule? Because they were coming toward him

3. Was Carpenter probably right in thinking that the objects were ice crystals that flew off the capsule when he knocked on it? No Why? None of the photographs has ever shown anything on the outside of a capsule.

Are Flying Saucers Intelligently Controlled?

No one knows whether or not UFO's come from other planets, but some people believe that they do. They reason that among the thousands of planets in the universe, it is quite possible that there are some on which life exists. They further believe that the civilization on some of these planets may be much older than ours and, therefore, that the people on such planets would be ahead of us in building and controlling space ships.

1. Is their thinking reasonable? Yes Why? It is possible that life exists on some of the other planets. It is also possible that the civilizations on some of these planets are older and more advanced than ours in building and controlling space ships.

Some people who report having seen UFO's also report having seen the beings who were in them. One man described the beings he saw as about three feet tall, with eyes that seemed "to look through you." Others have described beings who had small bodies, pear-shaped heads, wide

eyes, two slits rather than a nose, thin lips, and no hair.

2. If people from another planet were coming to Earth, would you expect them to look different from us? Yes. Why? They would live in a different atmosphere and climate, eat different food, and wear different clothes. They might have a different skin and bodies that are shaped differently from ours. T26

Those who report contact with beings in UFO's tell how they talked with them. They report that these beings used gestures and some of them used "thought waves."

3. Would you expect people from another planet to use the same language we do? No. Why? People in different places on our earth use different languages. Surely we would expect people on another planet to use a different language. T26

4. If beings from another planet should visit us, what might their purpose be in coming here? Perhaps they want to learn about our world. T26

Tricks by Man and Nature

Several unidentified objects have been found to be the result of tricks either by man or nature.

A man from Salem, West Virginia, saw "a little green man" on the outskirts of town. He reported the little man to police headquarters. Four policemen rushed to the spot, where they too saw a glowing little green man. They took it to the police station. Upon examining it, they found that the "little man" was a dummy made of cardboard boxes covered with green cloth. It had a plastic jug for a head, and inside the jug was a flashlight to make it glow.

Some so-called flying saucers have been explained as marsh gas. The dead and rotting plants in a swamp produce a gas that is trapped under ice in the winter. When the ground thaws, the gas is suddenly released with a pop. Then it floats away as a glowing mass.

A picture of a building in Hartford, Connecticut, showed what appeared to be flying saucers around it. These "saucers" really were reflections from rivets in a wet bridge which faced the building.

1. Can you think of any other way in which a flying saucer might have resulted from a trick either by nature or man? Yes. What are some of the things that might have happened? You can do tricks with photography. Maybe some people have made photographs that "show" flying saucers. T26

What Have Investigations by the U.S. Air Force Revealed?

The U.S. Air Force has investigated reports of Unidentified Flying Objects and has explained most of them. The Air Force has found out what many of the "saucers" people have seen really are. Some of these "saucers" turned out to be stars, planets, reflections, fireworks, balloons, meteors, mirages, missiles, rockets, lightning, birds, and tricks by man. There have also been reports about flying saucers made by people who wanted publicity.

Even so, 6 percent of the sightings which the U.S. Air Force has investigated remain in their files labeled "unidentified."

1. Can you think of a reason why 6 percent of "saucer" sightings remain "unidentified"? Yes. Why? Perhaps they really were "flying saucers." T26

What is Your Opinion?

1. Have you decided in your own mind about UFO's, or would you rather wait for more information before making a decision? I would rather wait. T26

2. If you have already decided, what do *you* think they are? (Accept any reasonable answer.)

3. If you are waiting for further information before making your decision, what kind of information will answer the question once and for all for you? Seeing a flying saucer myself. T26

Critical Reading

Author's Pattern

of

Writing

V. Students learn to generalize about the author's pattern of writing which emphasizes the principle thought followed by its supportive detailed statements. (deductive reasoning)

The widely accepted approach to paragraph interpretation consists of seeking the principal thought and supporting details. This approach assumes that every well-written paragraph is developed about one essential idea; that this essential idea is often found in the first sentence; that it is sometimes found in the last sentence; and that sometimes it may not be stated in any one sentence but may be formulated by the reader. In any case, to interpret the paragraph it is necessary to identify the essential idea and, if need be, to support it by the subordinate details.

This approach to paragraph interpretation overlooks the fact that each paragraph plays a role in the pattern of writing in which it occurs. That role is frequently the most helpful clue in interpreting the paragraph and in ascertaining its relation to the selection in which it occurs. A number of examples follow to illustrate the differing roles that paragraphs play in the patterns of writing found in school textbooks. To read the paragraphs effectively, attention is directed to the differing internal clues in the paragraphs instead of attempting to fit all paragraphs into the single pattern of central thought and supporting details.

Introductory Statements

The introductory statements that are found frequently at the beginnings of selections are valuable in giving the reader a mental set that aids greatly in interpretation. Such statements usually give the purpose of the author; they may give a preview of the contents of the selection, and they may indicate its plan of organization. They prepare the reader by indicating what he may

expect to find in the selection as he reads. By using introductory statements as guides to reading, the reader comprehends better the intention and exact meaning that the author intends to convey. Read the following introductory statement from a chapter entitled "Simple Sentences." How will this statement help to interpret the chapter which follows it?

"What you have to say is excellent, but for a maturer style use more participles and infinitives."

If you found that comment on your paper, would you understand the teacher's suggestions? English, like any other subject, has a specialized vocabulary. Fortunately, though, the specialized vocabulary is comparatively small. Knowing the names of eight parts of speech and about two dozen other terms will give you the tools for improving your writing and speaking. This chapter will provide a refresher course on fundamentals of sentence structure.[1]

Paragraphs of Definition

Paragraphs often develop concepts or define technical terms. Such paragraphs are particularly important to future understandings of the text because, when the terms are used again, it will be assumed that the concepts are known to the reader. After reading the following statement, what concepts should be familiar to the reader? Note that no single central thought will suffice in learning these concepts.

The positive integers greater than one are either *prime* or *composite numbers*. If a number is *prime* it has no integral factors other than itself and one. A *composite* number is factorable into the product of two or more primes, each less than the composite number. . . .

Each composite number has at least two prime factors. For example, 6 can be factored into $2 \cdot 3$; 8 equals $2 \cdot 2 \cdot 2$; and 18 equals $2 \cdot 3 \cdot 3$. We call the expression of the composite number as the product of primes the *decomposition* of the number. If a number is factored in any manner, we call the indicated product of the factors a *factorization* of the number. But a factorization is a decomposition only if the factors are prime. For example, $2 \cdot 6$ is one factorization of 12; $3 \cdot 4$ is another; $2 \cdot 2 \cdot 3$ is a third factorization of 12. Only $2 \cdot 2 \cdot 3$ is a decomposition of 12. Usually the factors in a decomposition are arranged in order of increasing size.[2]

Principle Explained by Illustration

Paragraphs and also longer selections are often organized in terms of a principle or a process supported by one or more illustrations. Sometimes the reader confuses the illustrations with the principle that the author intends to define. This confusion grows out of the fact that the illustration attracts more attention or is more interesting than the author's point. The competent reader differentiates carefully between the intended thought of an author and the illustration used to clarify that thought. What is the significant principle in the following paragraph? What illustra-

tions are used to clarify that point?

"All active volcanoes send forth gases and smoke" is a scientific principle. "Many kinds of plants and animals live only in water" is another. A scientific principle is a general truth. It is always a conclusion that has been arrived at from much observing or experimenting, or usually from both. Correct observing and experimenting result in discovering facts. A principle sums up many separate, closely related facts into one truth that includes them all.[3]

Associating Text with Pictorial Illustrations

In reading, it is frequently necessary to associate the textual discussion with maps, graphs, and other forms of pictorial illustrations. Note that in reading the following passage the attention of the reader shifts three times from the text to an accompanying map which acquaints him with routes. In this and similar reading situations careful comparison of textual material and illustrations is essential to understanding.

. . . The map on page 256 shows the routes by which these pioneers made their way westward.

Notice the Cumberland Gap, at the southeastern corner of what is now Kentucky. This pass *through* the Appalachians provided a way into what are now Kentucky and Tennessee. Notice, too, that pioneers could move into the southern regions by following a route around the southern tip of the mountains. Most of the settlers in what are now Alabama and Mississippi took this route. Finally look at the peninsula that makes up the state of Florida. Notice that settlers could easily move into this region from both Georgia and Alabama, following the coast and the coastal plain.[4]

Comparison and Contrast

Another technique frequently employed in composing paragraphs is to present comparisons and contrasts which clarify the significant points that the author intends to make. The interpretation of such paragraphs requires mental processes suited to the pattern of writing. Note how the author uses comparisons and contrasts in the following paragraphs to illustrate changes in the presidency. Also note the character of thinking necessary to understand the paragraph. What do you understand from his comparisons and contrasts?

There have been striking changes in the White House before in our history. One such occurred when the cold, austere, and studious John Quincy Adams was replaced by the fiery frontiersman Andrew Jackson. Another saw the wise and patient Lincoln followed by the obstinate, egotistical Johnson. But none was more remarkable than the replacement of Harding by Calvin Coolidge. Here was no handsome, genial executive, surrounded by good fellowship and convinced that many problems of statesmanship would surely yield to good nature and friendly understanding. Instead we had a plain, silent, austere President. For Coolidge was a Puritan Yankee. He placed responsibility and thrift at the top of the list

of virtues and was as rigid as the granite of his Vermont hills.[4]

Cause and Effect

The interpretation of many paragraphs is dependent upon the recognition of relations between cause and effect. Notice how this type of relation is the clue to understanding the following passage.

Water puts out a fire for four reasons: (1) It keeps oxygen from the burning material. (2) It cools the burning substance below its kindling point. (3) To change water to steam requires heat and much of this steam must come from the burning substance, thus cooling it below its kindling point. (4) It produces steam which acts as a blanket and shuts off the supply of oxygen.[5]

Problem Solution

Many selections present problems and offer solutions for the consideration of the reader. In such selections the problem should first engage the reader's attention; then he may examine the evidence concerning the problem and the author's solution; finally, the reader may formulate his own conclusions after considering the author's presentation. In dealing with problems it is often necessary for the reader to span more than one paragraph to apprehend meaning. What problem is presented in the following paragraphs? Do you agree with the solution presented?

Ever since the adoption of the Virginia and Kentucky resolutions, which declared that a state has the power to decide whether an act of Congress is constitutional, men had argued the question as to where lay the final authority. Did the state courts or the federal courts have the last word in declaring what is the law of the land? Led by Chief Justice Marshall the Supreme Court, in a series of decisions, asserted its authority to pass on the constitutionality of a law. This view of the Court as final authority was set forth in the case of *Marburg vs Madision* (1803).

In this case, in the name of the entire Court, Marshall declared unconstitutional a portion of the Judiciary Act of 1789. Since the Constitution is the supreme law of the land, Marshall argued, it limits the powers of Congress. If Congress could ignore its limitations, then the Constitution would disappear. The courts must therefore declare null and void any legislative act which is contrary to the Constitution. "It is emphatically the province and duty of the Judicial department to say what the law is." This is the principle or idea of *judicial review*. It is not stated in the Constitution.

The decision shocked President Jefferson and other Republican leaders. They denied that the framers of the Constitution meant to make the judiciary branch more powerful than the legislative and executive branches. The final authority, they insisted, should rest with the people's elective representatives, not with the judges who are neither chosen by the voters nor accountable to them. Jefferson said that Marshall had made the Constitution "a mere thing of wax in the hands of the judiciary, which they may twist and shape in any form they please." However, Marshall's view prevailed.[6]

Events in Chronological Order

It is often important to place an event in time, to know when

it occurred in relation to other events, or to recognize the time order of a series of events. The reading process includes a sense of timing. The following paragraph is an illustration.

After ten months of struggle, the Constitution was finally accepted by the required number of states. Delaware was the first to "come under the Federal roof" on December 7, 1787, when its convention voted unanimously in favor of ratification. New Jersey and Pennsylvania followed before the end of the year. But it was not until the middle of 1788 that the Constitution received the approval of the required nine states.[8]

Enumeration or Summary

Some paragraphs have for their purposes the enumeration or summary of a number of ideas. Such paragraphs are usually found at the ends of chapters, but they may also occur at any point where it is desirable to list a number of details. If the reader desires to master the details and to remember them for future use such paragraphs require concentrated attention and somewhat slow intensive reading. Note the series of details in the following paragraph.

The circulatory systems are pathways through which food, oxygen, waste products, secretions, and blood corpuscles are transported. Some substances diffuse out of the blood through capillary walls; other substances diffuse from the tissues into the blood through capillary walls. Some substances are collected in the lymph and returned to the blood through lymph vessels. Water is the vehicle facilitating diffusion and transportation.[9]

The nine illustrations given above are intended to show that the internal clues contained within paragraphs direct the intention of the reader to the role that paragraphs play in patterns of writing. These clues indicate the most direct approach to interpretation of paragraphs. The use of clues represents only one of many approaches to paragraph interpretation.

The illustrative paragraphs also suggest how the mental processes of reading may vary from paragraph to paragraph and from subject to subject. A more comprehensive analysis of textbooks would undoubtedly disclose other types of paragraphs and other mental processes. For example, to save space, illustrations of transitional paragraphs and descriptive paragraphs have been omitted.

Furthermore, types of writing other than textbooks would certainly disclose different clues and different mental processes.

An analysis of fiction, drama, poetry, essays, news stories, and other forms of writing would increase the number of clues and the variety of mental processes required for interpretation. Without doubt, the mature reader utilizes these internal clues as important guides to understanding. They may be used also as valuable aids in teaching comprehension skills.

Activity #30

Skill Session: Recognizing patterns of main ideas in scientific exposition

Paragraph A

One of Archimedes' famous discoveries is the principle of buoyancy. According to legend, a king had asked him to determine whether the royal crown was made of pure gold—without marring the crown. Archimedes had no way to solve this problem at first. Finally one day when he stepped into a bathtub and started thinking about how the water rose in the tub, he knew how to solve the problem. He weighed the crown and then made a lump of pure gold the same weight. He dropped the crown into a tub of water and measured the rise of the water. Then he did the same with the pure gold. The crown made the water rise higher in the tub. The water rose higher because the crown was bulkier. Since it was bulkier, he knew that the gold of the crown was mixed with a lighter metal.

1. Underline the sentence that tells the main idea of this paragraph.
2. What is the purpose of the other sentences in the paragraph? They give details of Archimedes' discovery.

Paragraph B

You can try Archimedes' experiment. Weigh a rubber eraser on scales in your science room. Then find a metal weight that weighs the same as the eraser. Take two glasses the same size and put the same amount of water in each. Drop the eraser into one glass and the weight into the other. Then compare the height of the water in the two glasses. The rubber eraser is bulkier than the metal weight and therefore takes up more room in the glass of water. The theory of buoyancy is based on the idea that an object in water displaces an amount of water equal to its own volume.

1. Underline the sentence that tells the main idea of this paragraph.
2. What is the function of the other sentences in this paragraph? They give details of the experiment.

Paragraph C

Archimedes' principle explains why some objects are more buoyant in water than other objects of the same weight. If your mother weighs 120 pounds, you probably can't lift her on land, though you probably could lift her in a pool. But you may not be able to lift a 120-pound rock even under water. Because the rock is less bulky, it displaces less water and is less buoyant. This phenomenon illustrates Archimedes' principle: an object placed in water seems to lose an amount of weight equal to the weight of the water it displaces.

1. Underline the sentence that tells the main idea of this paragraph.
2. Is there another sentence in this paragraph that restates the main idea? yes

Below are three patterns of paragraph structure commonly used in scientific expositions. Match the paragraphs above with the patterns below.

A 1. Main idea + examples or details

C 2. Main idea + examples or details + main idea restated

B 3. Examples or details + main idea

Skill Session: Tracing scientific thinking

Understanding the process of scientific thinking will help you understand scientific material. See if you can trace the steps scientists followed in finding a prevention for polio.

1. Scientists worked to discover a way to prevent polio. Why do you think they began working toward this goal?
   _____ a. They were paid for it.
   __X__ b. They saw a problem that needed to be solved.
   _____ c. They liked to experiment.
2. After the scientists had defined their problem, what do you think they did next?
   _____ a. They held a Stamp Out Polio Campaign.
   __X__ b. They collected data by researching and experimenting.
   _____ c. They cancelled all their previous experiments.
3. After they had collected data, what was their next step?
   __X__ a. They formed a hypothesis based on the data they had collected.
   _____ b. They wrote to other countries to compare their evidence.
   _____ c. They did more research.
4. What is a hypothesis?
   _____ a. It is a large African animal frequently found in zoos.
   __X__ b. It is a temporary, unproven answer to a question or problem.
   _____ c. It is an obvious, well-proven answer to a question or problem.
5. After they had formed their hypothesis, what did they need to do next?
   _____ a. Announce their new discovery to the medical world.
   _____ b. Put their product on the market for sale to the general public.
   __X__ c. Test their hypothesis to see if it really worked.
6. If their hypothesis worked, they could draw the conclusion that their solution to the problem was a good one. If it didn't work, they would have to draw the conclusion that it was not the right solution to the problem. In that case, what should they do?
   _____ a. Decide that it was impossible to prevent polio.
   __X__ b. Form and test a new hypothesis, gather more data, and draw another conclusion.
   _____ c. Turn the work over to a better-qualified group of scientists.

STEPS IN THE PROCESS OF SCIENTIFIC THINKING

1. State Problem
2. Gather Data
3. Form Hypothesis
4. Test Hypothesis
5. Draw Conclusion
6. Form New Hypothesis (if necessary)

Not all scientific thinking necessarily follows the preceding steps in this exact order. For example, a scientist may discover the answer to a problem while he is gathering research for a different problem. Or the nature of a particular problem may make it impossible for him to perform one or more of the steps.

Wait a minute! Is it possible? Winston Fritch is using the scientific method!

Winston knew the Wizard was a Great Believer in the Scientific Method. So one day Winston wrote the following paper for the Wizard and asked him to read it.

Scientific Method
as applied by Winston Fritch

1. State problem --- (a) Costume for Smart-Man.
2. Gather data --- (a) Wizard promised to make Costume for Smart-Man 6 weeks ago. (b) Wizard promised at least a cape 3 weeks ago. (c) Wizard took measurements for Cape/Costume 2 weeks ago.
3. Form hypothesis --- The Wizard will make Smart-Man a Costume.
4. Test hypothesis --- Already tested daily for 6 weeks and found to be false.
5. Draw conclusion --- The Wizard will not make a Costume.
6. Form new hypothesis --- Smart-Man can wait a Month of Sundays for Costume.

The Wizard read Winston's notes, then looked at him sternly. "This is not a proper application of the Scientific Method," the Wizard said.
"Then where's my Costume?" asked Winston.
"More about that later," said the Wizard.

Now you give the scientific method a try. Read the following scientific article and be prepared to trace the steps of scientific thinking as you answer the questions that follow.

Louis Pasteur

The French chemist, Louis Pasteur, had long been concerned with the problem of finding a cure for rabies. He began to gather data on the fatal disease by studying rabid dogs and rabbits. He discovered that rabies attacked the brain and nervous system of infected animals. He injected matter from the brains of rabid dogs into healthy animals and found that they all developed rabies. Then he injected dogs with a vaccine made from weakened rabies virus. The vaccine kept these dogs from getting rabies even if they did not receive it until after being bitten by a rabid animal. These results led Pasteur to formulate the hypothesis that a vaccine made from weakened rabies virus will prevent rabies.

Pasteur tested his hypothesis for a long time. He used more than two hundred dogs in his experiments. But being a great humanitarian, he hesitated to risk human lives by testing his vaccine on people.

Then one day a mother brought her nine-year-old son, Joseph Meister, to him. Joseph had been bitten numerous times by a rabid dog. He was doomed to die a slow, painful death if he was not treated. Pasteur gave him the vaccine—one injection daily for several days. Soon the boy was restored to perfect health.

People around the world became aware of Pasteur's exciting new discovery. People from many countries who had been bitten by rabid animals rushed to see him. His vaccine met this test with spectacular results. Of the first 350 people treated, only one died. And in the first year after Pasteur treated Joseph Meister, 2,000 people were saved from death by the rabies vaccine. Pasteur could draw the conclusion that his vaccine was as effective for people as it was for animals.

1. What problem was Louis Pasteur trying to solve? how to prevent rabies

2. How did Pasteur collect his data? by studying rabid dogs and rabbits

3. What hypothesis did he form? that a vaccine would prevent rabies

4. How did he test his hypothesis? He first vaccinated animals, then Joseph Meister, then a large number of other people.

5. After the vaccine had been successful in a large number of cases, what conclusion was drawn? The vaccine was effective and safe.

6. Did Pasteur need to go back and start over with a new hypothesis? no

Have you ever heard someone say, "She has her mother's eyes and her father's nose"? Or, "Those twins look just like two peas in a pod." You may look like someone else, but there is only one you. Do you know what makes you unlike anyone else in the world? Turn to page 188 in *Linescapes* and read "A Master Plan." Keep the unit problem in mind as you read and look for the main ideas. Then come back to this page and check your reading.

Checkup

1. Which of the following sentences are main ideas in "A Master Plan"?
   - (a.) Each person has his own combination of genes.
   - b. Identical twins have the same genes.
   - (c.) Each trait is governed by one or more genes.
   - d. Fifty traits have been established as dominant or recessive in human beings.
   - (e.) Some traits are dominant while others are recessive.
   - f. Mendel was the first to label dominant traits with capital letters.
   - (g.) We have no control over which genes are inherited.
2. What was Mendel trying to find out with his sweet pea experiments? how various traits were inherited; what transmitted certain physical traits
3. Why was Mendel fortunate in his choice of plants? because each characteristic of the sweet pea plant is controlled by a separate gene
4. Would Mendel's experiments work with human beings? no Why? because there is no such thing as a "purebred" human being to study—all human beings are hybrids.

Now turn to the chart on page 92 and name some ways in which people react to the fact that they cannot change inherited characteristics.

Options

Interaction

(organization of main ideas) To explain the main idea that a trait could appear in later generations, the writer used the example of the wrinkled or smooth seed. What facts did you learn from this example?

Exploration

Compare the steps in scientific thinking you have learned with the steps Mendel used. Write a summary of his experiment and file it in your portfolio.

Extension

If you need more work on patterns of main ideas in scientific expositions, "Can a Fruit Fly Be Important?" will help you. It is in the Resource Book.

Critical Reading

Author's Purpose and Intent

VI. Students learn to determine the author's purpose and intent in writing a selection.

There are definite ways to determine the author's purpose and judge what he is writing. All books are not written to entertain - some inform, instruct or pose problems. When this is the purpose of a book, that is, if you are reading it for knowledge or understanding, the book is expository or non fiction. The rules that follow pertain to such books.

A. Analysis of a book's structure.
   1. Classify the book according to kind and subject matter. (Is it history, math, philosophy, geology, etc.)
   2. State what the book is about with the utmost brevity.
   3. Enumerate the major parts in their order and relation, and analyze these parts as you have analyzed the whole.
   4. Define the problem or problems that the author is trying to solve.

B. The interpretation of the book's contents.
   1. Come to terms with the author by interpreting the basic words.
   2. Grasp the author's leading propositions through dealing with his most important sentences.
   3. Know the author's arguments, by finding them in, or constructing them out of sequence of sentences.
   4. Determine which of his problems the author solved, and which he did not; and of the latter, decide which the author knew he failed to solve.

C. The criticism of a book as a communication of knowledge.
   1. General maxims.
      a. Do not begin criticism until you have completed analysis and interpretation. (Do not say you agree, disagree, or suspend judgment, until you can say, "I understand".)
      b. Do not agree disputatiously or contentiously.
      c. Respect the difference between knowledge and opinion, by having reasons for and critical judgment you make.
   * 2. Specific criteria for points of criticism.
      a. Show wherein the author is uninformed.
      b. Show wherein the author is misinformed.
      c. Show wherein the author is illogical.
      d. Show wherein the author's analysis or account is incomplete.

*NOTE: OF THESE THE FIRST THREE ARE CRITERIA FOR DISAGREEMENT. FAILING IN ALL OF THESE, YOU MUST AGREE, IN PART AT LEAST, THOUGH YOU MAY SUSPEND JUDGMENT ON THE WHOLE, IN LIGHT OF THE FOURTH POINT.

Activity # 31

DIFFERENT WRITERS — DIFFERENT IDEAS

The people who write social science materials use both fact and opinion in their writing. Although two writers may use the same facts, their opinions can make you think very differently about the facts.

The two paragraphs that follow are both about the same topic, but they were written by different authors. Do both writers present the facts in exactly the same way? Does one express his opinion of the facts somewhat more than the other?

Writer #1 The Middle East is one of the poorest regions of the world. It is poor in resources, in industry, water, and farmlands. We would expect the people to be very poor, since most of them depend upon farming to make a living.

Writer #2 Most of the people living in the Middle East are farmers. There are many people, but the land has little to give them. There is not much industry and the region has few resources, water, and farmlands.

Are both writers talking about the same land and people? yes

Do you think that both writers have exactly the same feeling about the land and people? no

Who appears to present facts? both

Which writer tells you how he feels, or gives his opinion, about the land and people as he presents the facts? Writer #1

The two writers are both writing about the same land and people. They both appear to be presenting the facts. But writer #1 expresses his opinion very strongly when he tells you that the land and people are **poor.** Writer #2 tells you that the land does not give the people much. This writer lets you judge for yourself from the ideas presented. He says **there is not much. . . .** Writer #1 uses the stronger word **poor.**

Why Facts May Be Presented Differently

Different writers often look at the same facts in different ways. The way they think is a result of the experiences they have had in life. The way they think has an effect on their presentation of the facts. When you read about the same topic written by different writers, here are some ideas to keep in mind.

Who is the writer? Do you know anything about his background? What experiences might he have had in life which led him to form his opinions? Is he providing information which supports only his point of view?

Two Different Points of View

You may never have seen a social science textbook from another country. But do you think that the information in it would be the same as in one written in the United States? Take a look at part of the story of the Russian Revolution of 1917. This part of the story is written twice. One version is written by a Soviet writer. The other is written by an American writer. Read each part at least two times; then review the ideas for understanding why two writers may present the facts differently.

The Soviet story During 1917, a revolution took place in Russia. The working people overthrew the czar (zär), a Russian king. The czar and his family were killed. Everyone longed for freedom. They had never had it under the czar.

Under the slogan, "All power to the Soviets," a new government was formed. It was a dictatorship of the people. At last the people had their own government. All land was owned by the government. Since the government was the people, the people owned all the land.

The government also took over the banks, factories, mines, and stores. The people then owned everything.

The Communist (kom'yə nist) party was the wise leader of the working people. It led the people along the right path. It led them to liberty and a classless life. The Revolution was a people's revolution. It threw out those who would make slaves of the workers. It established the dictatorship of the people.

The Revolution brought a new life to all mankind. It brought them the victory of communism.

The American story In 1917 the Russians revolted against their czar. The Communists cruelly killed the czar and his family. The Russians hoped to win freedom.

Most of them hoped that the Russian Revolution would make their lives better. The Russian peasants hoped to divide the land among themselves. The workers wanted better wages. They wanted their living conditions improved.

After the bloody Revolution, a new government was set up. It was a government controlled by Communists. It took over all the property owned by the people. The property became the property of the government. It took over factories, banks, and stores.

The people did not get what they wanted. They did not control the government. The government was controlled by the Communist party. No one could disagree with the party. Those who tried to disagree were put in jail or killed.

The Revolution made the Soviet people slaves of their government. It took away their religion. It took away their property. It took away their freedom.

Did you see different ideas in each selection? Did you see information that was the same? These two selections contained both facts and opinions. The facts in both accounts were these:

1. The Russian Revolution took place in 1917.
2. The czar and his family were killed.
3. The people had high hopes for their future.
4. The government owned everything after the Revolution.
5. The new government was led by the Communist party.

Go back and underline the five facts in each account of the Russian Revolution.

Can You See the Differences?

Draw a circle around the correct answer to each question.

1. Which writer presents the Russian Revolution as a tragic event in history?

   Soviet (American) both

2. Which writer believes that Communism is the best way of life?

   (Soviet) American both

3. Which writer presents the czar as a negative figure?

   (Soviet) American both

4. Which writer presents the new government as an improvement over the old?

   (Soviet) American both

5. Which writer tells his story by adding his own ideas to the facts?

   Soviet American (both)

Do you now see how different writers can have different ideas about the same facts? Keep this idea in mind whenever you read what different writers have to say about the same subject.

Activity #32

JUDGING VALIDITY

Nobody listens to me.
I tell my daughter to set the table;
she sets her hair.
I tell the stewardess to bring me a pill
and she brings a pillow.
I tell the operator to get me Toledo
and she gets me Tokyo.
Nobody listens to me!

The fellow who wrote this note seems to have had a bad day. Nothing went well for him. Have you ever had a day like that? You probably have, but think carefully for a minute. Can you really believe this man? If the man's daughter, the stewardess, and the telephone operator could all support the facts stated above, would the note be more believable and therefore **valid**? You're right if you agreed. A story or report is **valid** only if you have the facts or authority to support it.

Valid means

supported by facts or authority.
being sound or true.
effective.

These meanings describe what is meant by **validity** (və lid' ə ti). Judging validity is important when you are evaluating facts in your social science materials. If you fail to check the validity of information which is presented as factual, you may be misled. You may reach conclusions based on inaccurate or invalid information.

Read the article which follows. Think about how you might have checked the validity or truthfulness of the information presented if you had been living in 1874.

> In the *New York Herald* of November 9, 1874, big headlines and an article which took up several columns told about the escape of all the animals in the Central Park Zoo. Twenty-seven people who had been killed were named, and two hundred others were said to be injured. Chester A. Arthur was mentioned as one of the well-known New Yorkers who had taken part in the animal hunt. Everyone was urged to stay indoors until the twelve animals still at large were tracked down and captured.

Do you believe that these events really happened? Which of the following might people have done in 1874 to check this story's validity? Place an X next to your answers.

X a. Check with the police.

X b. Check with the local newspaper offices.

X c. Ask their neighbors if they heard the same story.

__ d. Accept the story as true without checking with anyone.

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Now read the rest of the article. Was the story valid?

> Actually a paragraph at the end of the story told that it had been made up to call attention to some of the shortcomings of the zoo. But not many readers read that paragraph. One editor of another newspaper, the *Times*, made a trip to the New York City police headquarters to ask why a rival newspaper had been given this scoop.

To judge the validity of a story you should check several different sources. If the readers of this newspaper story had merely read the entire article, they would have known that the story was not a valid one. If, however, the last paragraph had not been included, the readers should have checked with police, other newspaper offices, and with at least two or three of their neighbors to find out if they had gotten the same information. If the information from several sources agreed, readers could then be fairly certain about the validity of the report.

Several Sources Check Validity

Read the following account of another trick once played on the public. As you read, think about what the many people who believed this story might have done in order to judge its validity.

THE MOON HOAX

> In August of 1935 a series of articles appeared in the *New York Sun* which boosted the *Sun's* circulation till it was the largest of any newspaper in the world. The articles were about life on the moon. Through a big new telescope in South Africa, they said, the English astronomer Sir John Herschel had seen on the moon bison, goats, big birds such as cranes and pelicans, and, most exciting of all, furry, winged men. These men, according to the stories, were about four feet tall and, except for their faces, were covered with copper-colored hair. They kept their big wings folded as they walked about. Richard Adams Locke, one of the *Sun's* writers, finally admitted that he had made up the stories just to win new readers for the paper.

Which of the following sources might have helped prove these reports of the moon to be untrue? Put an X next to your answers.

__X__ a. Richard Adams Locke

__X__ b. a science expert

__X__ c. other astronomers

____ d. an anthropologist

A Story You Can Check

Suppose you are reading a weekly news magazine one day, and you come across the following article. It appears to present factual information. Yet can you be sure all parts of the article are true? Think of how you would check the validity of this information as you read.

A new building at the Bronx Zoo in New York City turns day into night. The building, the *World of Darkness*, is just for night animals.

In many zoos, visitors often find some animals curled up—fast asleep. The animals are usually night animals. They wake up when the sun goes down. In fact, more than half the world's wild creatures are active only at night. But visitors to the Bronx Zoo can now watch more than 200 night animals hunt and play.

How would you check the validity of this statement, **In fact, more than half the world's wild creatures are active only at night?** Mark the appropriate answers with an **X.**

_X_ a. read about the habits of wild creatures in an encyclopedia
_X_ b. choose books from the library which are about wild creatures
__ c. accept this statement as valid because it appears in a news magazine
_X_ d. consult a science teacher

Which would be the **best** way to check the validity of the story about the **World of Darkness** at the Bronx Zoo? Mark one choice with **an X.**

__ 1. read accounts of how various other zoos house their wild creatures
_X_ 2. write to the Bronx Zoo for information about the **World of Darkness**
__ 3. discuss different zoos visited by members of your class

Remember, in your social science materials you may read much interesting information about persons, places, and events. But before you accept this information as truth, check it out. Try to find other sources which support it. If you find the same information in several different sources, you can be more certain that the story, report, or account you are reading is valid.

Activity #33

In order to judge the validity of information you are reading, it is wise to know the qualifications of the author. Some criteria by which to judge his qualifications are his experiences and his education.

Below are ten different topics. Under each are listed three individuals who might write about the subject. Put the numeral *1* on the dotted line in front of the individual you think is best qualified to write on the topic, the numeral *2* in front of your second choice, the numeral *3* in front of your third choice.

1. Experiences in jumping from a high altitude

____ a pilot who flew for a commercial airline
____ a person who jumped from a high altitude
____ inventor of a parachute used for the jump

2. Characteristics of pet otters

____ a man who studied wild animals
____ a hunter
____ a man who has owned an otter

3. The life of undersea creatures

____ a deep-sea diver
____ a man who spent weeks in a life raft
____ a person who went to Fort Lauderdale in the spring

4. The structure of a battleship

____ an admiral
____ the man who designed the ship
____ a man who spent his leisure time making model boats

5. Ancient pottery of a previous civilization

____ the explorer who discovered the pottery
____ a scholar who had spent his life studying about ancient civilizations
____ a famous author of a novel about ancient Greece

6. Greek history

____ a Greek
____ a person who read Greek legends
____ a historian

7. Survival in mountainous regions

____ a Boy Scout
____ a professional skier
____ a pilot who parachuted into the Alps during World War II

8. Exploring an unknown cave

____ a speleologist
____ a person whose hobby was visiting caves
____ a newspaper reporter who wrote about the rescue of a miner

9. Desert life

____ a merchant who led a caravan across the desert
____ a member of a team selected to study desert life
____ a man who owned a camel market

10. Problems in preparing for an ocean voyage

____ a passenger on a large ocean liner
____ a sailboat manufacturer
____ a member of the crew on an ocean liner

Activity #34

Skill Session: Verifying an author's credentials

Today there are experts on almost any subject a student is investigating. We usually do not question the observations of experts because they have had a lot of experience in their fields and have proved their abilities. In other words, they have the *credentials* or qualifications to show that they are experts.

Authors, on the other hand, may or may not be experts on the subjects they write on. Therefore, we should ask questions about the qualifications of an author. For example, has the author had enough experience in the field to be an expert? What is his or her educational background? Is the author recognized by others in the field? Does the author have personal experience with the subject?

Decide which of the people listed below each subject would be the best qualified to speak on it, then mark your answers.

1. details of repairing a clock mechanism
   - _____ a. an antique clock dealer
   - _____ b. a clock and watch salesclerk
   - __X__ c. a person who sells and repairs clocks
2. repair of binders and covers on damaged books
   - _____ a. a librarian at the check-out counter
   - __X__ b. a person who works for a bookbindery
   - _____ c. a person who does a great deal of library research
3. details of a car engine tune-up
   - __X__ a. a garage mechanic
   - _____ b. a new car owner
   - _____ c. the owner of a car dealership
4. cost of repairing a damaged automobile
   - _____ a. the insurance agent
   - _____ b. the police officer investigating the accident
   - __X__ c. the estimator at a body shop

Check your answers with the Key to the Thoughtvault.

Read the fictitious biography about Elizabeth Richardson below and note her credentials. Then read her article on the vampire bat on the next page and answer the questions that follow it.

Richardson, Elizabeth M., born July 5, 1936. Biologist; BS from University of Maryland; MS and PhD from Duke University; research published in *Scientific Journal*, *National Geographic*, *Saturday Review of Science*. Her book *Creature of the Night* is widely used as an authoritative reference on bats.

Activity #35

Skill Session: Recognizing author's intent

Advertisements and political speeches are examples of compositions written with the purpose or intent to persuade the reader or listener. The writer tries to convince the reader to agree with him about a certain product or viewpoint.

Below is a letter to the editor of a small-town newspaper. It was written for the purpose of persuading readers to support the students of Jackson High School.

To The Editor:

Last Tuesday night at the Jackson High PTA meeting, a group of parents presented a petition to Mr. Garcia, our principal. These parents want him to prohibit the use of the school gym for our Saturday afternoon music concerts. They state in their petition that the music "is not of educational value."

We students know that these concerts are enjoyable and harmless, and we feel strongly that they should be allowed to continue. Many teen-agers might get into trouble out on the streets if they had nowhere to go for recreation on Saturdays. Also, some students who have little interest in their studies try to stay in school so they can attend these concerts and other activities that are for students only. We appeal to our parents and to all interested citizens to support us and to make their views known to Mr. Garcia and other school officials.

Linda Flores
Senior Class Secretary

1. What is Linda trying to persuade the readers of her letter to do?
   _____ a. to come to the concerts and see whether or not they are objectionable
   __X__ b. to tell school officials that the students should be allowed to have concerts
   _____ c. to write letters of their own to the local newspaper
   _____ d. all of the above
2. What points does she make in favor of her argument?
   _____ a. that the concerts are enjoyable and harmless
   _____ b. that they help to prevent students from getting in trouble
   _____ c. that they help to prevent students from dropping out of school
   __X__ d. all of the above
3. What argument does she say the parents' petition mentioned?
   _____ a. that they are not enjoyable
   __X__ b. that they are not educational
   _____ c. that they are not suitable for recreation
   _____ d. all of the above
4. If Linda were to circulate a petition in favor of the concerts, would you be willing to sign it? (Answers will vary.)

Activity #36

Skill Session: Recognizing author's intent

Winston, after he had beaten about every super-villain around, began to get a little silly with his powers. Pride stepped in and made Winston/Smart-Man a very cocky fellow. A little pride is all right, Boris Knows—but Smart-Man was in danger of going Off the Deep End.

One day Smart-Man swaggered around the entire afternoon showing some students how he could out-think the Delphi computer. Earlier that week, he had performed a lot of weird card tricks when he should have been out Patrolling the Streets instead. And about half the time, he was gushing around about Glory Sweet. The Whole Situation was really getting quite disgusting.

"You're starting to get fat," Glory told Smart-Man one day.

"Nonsense," Smart-Man replied. "I'm still the handsomest person in Seven States."

"I mean your head," said Glory. "Your *head* is getting fat."

She wasn't kidding. During one winter month, Smart-Man's *head* gained twenty-five pounds. He was turning into a fathead. He hoped he was getting extra brains in there, but when he fingered his skull gingerly, it felt more like a Beanful of Blubber.

Sadly, this did not alarm Winston. He continued to show off whenever he had the chance, even changing into Smart-Man any time there were girls around, just so they could Eat Their Hearts Out. Little did he realize he was becoming a blubberhead in More Ways Than One.

Underline the words that best complete the following statements.

1. The mood in this episode is (a) tense, (b) humorous, (c) sarcastic.
2. The author's main purpose in writing this selection is (a) to inform, (b) to persuade, (c) to entertain.
3. The main idea of this selection is (a) Smart-Man has been using his powers unwisely, (b) Smart-Man fights bravely against crime, (c) Smart-Man is a quiet, modest person.

Check your answers with the Key to the Thoughtvault. Use these answers to complete the statement below.

The author writes humorously in order to entertain and to show that Smart-Man is using his powers unwisely. You can recognize author's intent by asking yourself as you read *What is the author's reason for writing this? Is he trying to entertain me? Is he trying to teach me a lesson?* Later on you'll learn about other purposes an author may have in his or her writing.

Activity #37

Skill Session: Recognizing author's intent

The author of "The Pelican That Hated to Dive" had two purposes for writing the selection—to entertain the reader and to teach a lesson. Something written to teach a lesson points out some particular situation or some pattern of behavior that the author believes should be changed.

Another purpose an author might have for writing is to inform—to present facts or information which would interest a reader.

Read the paragraphs below and determine for which purpose they were written. In the blank before each paragraph write *E* if it entertains, *I* if it informs, or *T* if it teaches a lesson.

E 1. The guests' costumes were a bewildering and amusing hodgepodge of history. Cleopatra danced with an astronaut, George Washington did the Charleston with Joan of Arc, King Arthur sipped tea with Mae West, and Babe Ruth did a fast tango with Queen Victoria.

I 2. Archaeological findings indicate that ancient Egyptians were the first people to mine gold. Since that time, gold has been so valuable that governments have based their entire monetary system on gold deposits. It is prized because it can easily be worked into almost any shape or design and because it has a lasting beauty. Its value has increased because it is a scarce element.

T 3. The sudden rain completely ruined the outdoor arts festival. This shows what can happen when an outdoor event is planned with no regard for the weather. If the arts festival committee had arranged to rent some large warehouse or public building in case of rain, a lot of time and effort would not have been wasted.

MATERIALS TO DEVELOP B - 4

Basal Textbooks: Laidlaw, OCEANS AND ORBITS,
"The Record Books", pp. 70-83,
"The Word Market", pp. 170-186,
"Where Do You Get The Idea For A Poem", p. 187,
"Who's On First", pp. 202-208,
"How This Book Was Made", pp. 209-214.
Economy, LINESCAPES,
"More Alarms At Night", pp. 63-69,
"The Pirate", pp. 127-145,
"Theseus and The Minotaur", pp. 152-156.

Workbooks: Economy, THOUGHTVAULT, pp. 27-28, 43-45, 57-60, 61, 71-73, 76-78, 85-86, 102-103, 134, 135, 148-149, 150, 157-158, 166-167, 188-189, 207-208, 209, 211-212, 233-238.
Cambridge, READING AND ACHIEVING, pp. 11, 12, 13, 14, 29-30, 53-56, 89-92, 101, 102, 126.